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AN ANALYSIS OF THE CLASSROOM PERIODICAL USED IN
THE TEACHING OF CURRENT EVENTS IN
ALBERTA HIGH SCHOOLS

by
Raphael Lopatka

A THESIS
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The undersigned certify that they have read, and recommended to the Faculty of Graduate Studies for acceptance, a thesis entitled "An Analysis of the Classroom Periodical Used in the Teaching of Current Events in Alberta High Schools," submitted by Raphael Lopatka in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

This study was a content analysis of World Affairs, the authorized classroom periodical for current events in Alberta high schools. More specifically it sought to determine:

1. The main classifications of the content of the periodical and the amount of space devoted to each category;
2. The main sources of the content;
3. The criteria used in the selection of content;
4. The grade level or readability level of the articles published by World Affairs;
5. The biases, if any, which the periodical displayed and which might have compromised the objectives of current events teaching.

Most of the data used in this analysis were drawn from the content of World Affairs for the two complete terms of: September 1961 to May-June 1962, and September 1962 to May-June 1963. Data were also obtained through correspondence with the editor of World Affairs, Civic Education Service (Publisher of American classroom periodicals), and the Canadian Press. In addition, two authors for the periodical, World Affairs, were interviewed.

The results of the investigation revealed that:

1. The categories on international affairs were allotted almost twice the amount of space that the categories on national affairs had received. The illustrative material appearing in the category dealing with current Canadian events comprised less than one-third of the average amount of material carried by all categories.

2. World Affairs had relied greatly on United States sources for its international news and interpretative background articles. With few exceptions, neither the publications in which the material originally appeared nor the original authors were identified.

3. Among the criteria used in the selection of content was one which was not considered by the literature to be valid--the availability of material, as well as one which was subject to various interpretations--the appreciation of democracy as a way of life.

4. The readability levels of the content varied in range from the grade five to the grade twelve level. No indication was given to teachers or students as to the relative difficulty of any of the content.

5. The handling of certain key concepts in international affairs was characterized by a highly polarized or two valued approach.

Upon the basis of this analysis of the nature of World Affairs content, it was concluded that the suitability of this classroom periodical for use in high school current events was subject to some serious questioning. This led to the recommendation that all further revisions of high school social studies courses also include a complete re-evaluation of the current events program, including the objectives of such teaching. The role of periodical literature in the teaching of current events could be considered at that time, and the criteria of acceptable classroom periodicals could also be established.

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CHAPTER I

THE NATURE AND SIGNIFICANCE OF THE PROBLEM

I. INTRODUCTION

This study arises out of certain findings and specific recommendations made by Robert Leonard Cecil Baker in his 1963 thesis for his M. Ed. degree at the University of Alberta.¹ In the portion of his research dealing with the sources of current events content, he found that a great majority (90 per cent) of the teachers on the high school staff of the Edmonton Public School System used the classroom periodical in their teaching of current events. Two-thirds of the teachers questioned regarded this as the main source-type, while only one teacher in five recognized the newspaper as a major source.² Baker also reported that the classroom periodical played an important role in shaping and influencing the social studies curriculum since over one-half of the teachers employed the classroom periodical treatment of an event as a criterion in their selection of current events content. In commenting on this great reliance by the Edmonton teachers on the classroom periodical, Baker wrote:

Its use implies a profound faith in the capability of the editorial staff of the periodical to determine those current events

¹Robert Leonard Cecil Baker, "A Comparison of Techniques Used to Implement a Study of Current Events" (unpublished Master's thesis, University of Alberta, Edmonton, 1963).

²Ibid., pp. 105-106.

which are worthy of study. Whether or not such faith is warranted is questionable.³

As a result of his findings Baker made the following specific recommendation:

It is recommended that an analysis of Canadian current events media be made. This analysis, for the classroom periodical, should establish the principles of selecting current events which determine their inclusion within the periodical; it should establish the particular age level or grade level for which the classroom periodical is best suited, and the editorial bias, if any, which may be revealed in the articles written and chosen for the periodical.⁴

II. THE PROBLEM

This study was a content analysis of the classroom periodical, World Affairs,⁵ which was recommended by the Department of Education for use throughout the high school grades. More specifically this investigation attempted to determine:

1. The main classifications of the content of the World Affairs magazine, and the amount of space devoted to each category;
2. The main sources of the content of the magazine, its wire or news services, writers and reporters;
3. The criteria used in the selection of content;
4. The grade level or readability level of the articles published by World Affairs;
5. The biases, if any, which the magazine displayed and which might have compromised the objectives of current events teaching.

³Ibid., p. 142. ⁴Ibid., p. 147

⁵Published by World Affairs Press, Limited, 705 Yonge Street, Toronto 5, Ontario.

III. THE IMPORTANCE OF THE INVESTIGATION

The Senior High School Curriculum Guide for Social Studies 10, 20 and 30 assigned the responsibility for the teaching of current events to the Social Studies teacher. The section which dealt with the entire high school current events program comprised two brief paragraphs of the 128-page guide.⁶ One of the more specific recommendations, however, was the listing of the periodical, World Affairs, as the main reference for the current events portions of each of Social Studies 10, 20, and 30.⁷ In addition, the Department of Education had come to consider anything which appeared in World Affairs as "fair game" for its departmental examinations in Grades IX and XII Social Studies.

The more recent Department of Education directives on Social Studies indicate some new thought regarding the use of current events materials. The Interim Senior High School Curriculum Guide for Social Studies, issued in 1964, lists three recently published textbooks on contemporary affairs as additional teacher's references.⁸ These three books are also recommended as "books for further study" in the 1964

⁶Department of Education, Province of Alberta, Senior High School Curriculum Guide for Social Studies 10, 20 and 30. September 1955, pp. 11-12.

⁷Ibid., pp. 22, 65, 118.

⁸Department of Education, Province of Alberta, Interim Senior High School Curriculum Guide for Social Studies 10, 20 and 30 for 1964-65. 1964, p. 24.

supplement to the Social Studies 30 textbook.⁹ The position of World Affairs, however, as the only authorized classroom periodical in current events remains unchanged.

Use of World Affairs as an integral part of the Social Studies courses differs from the procedure in all other high school courses in some very important aspects. In addition to its recommendation for use at the senior high school level, it is also recommended in the Junior High School Curriculum Guide for Social Studies-Language.¹⁰ Use of any one classroom periodical to meet the needs of such a wide range of students, from Grades VII to XII, might be subject to question. Secondly, the Department of Education has been leaving potentially up to one-fifth of the content of the high school Social Studies courses to be determined by commercial producers of learning materials in Ontario, who may handle this responsibility as they see fit. Finally, officially sanctioning a future source of teaching materials, without a periodic appraisal, is a practice which curiously contrasts with the careful deliberations of committees in the selection of high school textbooks.

A brief survey was carried out by this investigator to obtain some indication of the extent to which World Affairs was used during

⁹Canada in the Modern World: A Supplement to be used in Conjunction with the Textbook (Toronto: J. M. Dent and Sons Limited, 1964), p. 28.

¹⁰Department of Education, Province of Alberta, Junior High School Curriculum Guide for Social Studies-Language. September, 1958, p. 14.

the 1963-1964 school term. Two high schools in the Edmonton Public School System were polled to determine the number of student subscriptions each school was taking. It was found that Victoria Composite High School, with a total enrolment of just over 1,100 students (1,047 of whom were taking Social Studies) had 929 school subscriptions; while Ross Sheppard High School, with a total school population of 1,960 students, was receiving 2,000 school subscriptions. The significance of these figures is twofold. First, they appear to substantiate Baker's findings that both the definition and content of current events, at least as taught in Edmonton schools, is intimately related to the content of the classroom periodical, World Affairs. Secondly, the number of subscriptions from these two high schools alone represents an investment in the neighborhood of \$3,000 for only the one school term.

Aside from the considerable financial investment which is required to provide for these annual subscriptions, other important questions arise. Is the investment of student and teacher time and effort into the study of this publication justifiable? And perhaps what is even more important, how well-informed a student may we expect in current events, on the basis of the content of the periodical? Will he be sufficiently informed in public affairs to fulfill his function as citizen, voter, the ultimate decider of the issues of our times? These questions will become particularly relevant if eighteen-year olds are given the franchise. For to a large extent, criticisms concerning how well or how badly informed our high school graduates are, turn on

the teaching of current events.

A periodic re-evaluation of the practices and assumptions underlying our teaching of current events is absolutely essential. "Loyalty to a discipline does not lie in an unquestioning acceptance of the status quo; it requires a continuous and vigorous testing of the postulates and practices of any field."¹¹ Because of the ambiguity in the approach to the teaching of current events, research in this field is particularly required. This study will attempt to provide the answers to some of the questions facing us in the teaching of current events. Perhaps on some issues of current events teaching we shall not have anything approaching definitive answers, but we should be constantly striving to obtain them.¹²

IV. DELIMITATION OF STUDY

Most of the data used in this analysis was based on the content of the World Affairs magazine. This was limited even more specifically to the issues of the two complete school terms of: September 1961 to May-June 1962, and September 1962 to May-June 1963.

No effort was made to determine the actual effects of the content on the students, nor to obtain student responses to the periodical.

¹¹Dean C. Barnlund, "Toward a Meaning-Centred Philosophy of Communication," Etc., XX (December, 1963), p. 454.

¹²R. S. Kimball, "Researches in the Teaching of Contemporary Affairs and the Identification of Needed Research," The Teaching of Contemporary Affairs, Twenty-first Yearbook of the National Council for the Social Studies (Washington, D.C.: The National Council for the Social Studies, 1950), p. 213.

All the analyses conducted and inferences drawn were on the basis of the verbal data appearing in World Affairs for the two terms stated.

Furthermore, since the researcher was not a participant observer, certain aspects of the research dealing with the sources of content and criteria of selection were limited by the extent to which the information obtained through correspondence and interviews represented a complete and accurate account.

V. DEFINITION OF TERMS

The following key terms require definition so that their interpretation may be consistent throughout this study:

1. "Social studies" is the subject comprising:

. . . those portions of the subject matter of the social sciences, particularly history, economics, political science, sociology and geography, which are regarded as suitable for study in elementary and secondary schools and are developed into courses of study, . . . of which both the subject matter, and the aims are predominantly social; . . .¹³

2. "Current events" is that portion of the social studies based on "present happenings and developments in all fields of human interest and activity."¹⁴

3. "Senior high school" in Alberta is composed of grades ten, eleven, and twelve.

¹³Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 509.

¹⁴Ibid., p. 149.

4. "Classroom periodicals" are commercially produced, specially edited, student magazines or papers. Most classroom periodicals are published for use in current events.

By the term "classroom periodical", as applied to Alberta high schools, is meant the World Affairs magazine.

5. A "Readability Formula" is:

. . . a method of estimating the probable success a reader will have in reading and understanding a piece of writing. It is predictive in the sense that it provides an estimate of difficulty for the writing without requiring the reader to read it and undergo tests on it. In other words, it provides the kind of information about readability that a writer or teacher would have to judge through experience or measure through a reading test.¹⁵

¹⁵George R. Klare, The Measurement of Readability (Ames, Iowa: Iowa State University Press, 1963), p. 34.

CHAPTER II

REVIEW OF RELATED LITERATURE

I. INTRODUCTION

Since the analysis of a classroom periodical is interdisciplinary in nature, involving the theory and practice not only of education, but also of journalism and communication, there was little tradition on which to operate. Several relevant studies, however, were reviewed. These included a number of early studies and surveys based on the use of current materials in the teaching of current events, as well as the Baker thesis,¹ 1963, whose main recommendations resulted in this study. Most of the literature reviewed from the former group of studies concerning the use of the classroom periodical was based on practice in schools in the United States. It is, therefore, important to note at the outset the two basic differences between American classroom periodicals and their Canadian counterpart, World Affairs. The first of these differences concerns the frequency of publication. American current events periodicals are published weekly throughout the school year and the number of issues ranges from about thirty to thirty-four annually. World Affairs is published monthly; only nine issues are published during the school year. Secondly, most

¹Robert Leonard Cecil Baker, "A Comparison of Techniques Used to Implement a study of Current Events" (unpublished Master's thesis, University of Alberta, Edmonton, 1963).

American publishers publish as many as three separate current events periodicals especially edited for students at different grade levels from grades six to twelve.² They also publish additional periodicals for use exclusively in the elementary grades. World Affairs comes in only one edition, and, as has already been noted, its use in Alberta schools is recommended from grades seven to twelve.

II. EARLY STUDIES

The first specially written student newspaper in the United States, Current Events, appeared in 1902. Gross reported that with its publication the popularity of the current events idea grew.³ The first surveys on the use of periodicals in schools were completed in the years immediately following World War I when the American public had become increasingly aware of international affairs. In 1920, Davis found that both periodicals and newspapers were widely used in the 1,180 secondary schools he had polled.⁴ Statistics prepared by Colloton in 1920-1921 from the replies of 100 school systems indicated that 71 per cent of

²Infra, p. 67.

³R. E. Gross, "Research Studies in the Social Studies" (San Francisco: National Council for the Social Studies, 1958), p. 30. (Mimeographed.)

⁴C. O. Davis, "Training for Citizenship in the North Central Association Secondary Schools," The School Review, XXVIII (April, 1920), pp. 263-282.

the pupils subscribed to weekly magazines.⁵ The two most frequently mentioned were Literary Digest and Current Events.

In 1936, Price reported the results of a questionnaire survey sponsored by a committee of the National Council for the Social Studies and financed by the Scholastic Magazine.⁶ He found that periodicals were used in 84 per cent of the schools from which he had received replies, and that in most cases the pupils were required to defray subscription costs. Another publisher of classroom periodicals, The American Education Press, sponsored an extensive survey in 1937 which included returns from 4,359 teachers in 199 cities in 42 states involving 272,901 pupils from grades seven through twelve.⁷ The results of this investigation, called the National Current Events Survey, showed that 43 per cent of the teachers used some weekly paper in the hands of students, 46.4 per cent used newspaper clippings, and 10.6 per cent used no material at all.

An additional object of investigation in the National Current

⁵C. Colloton, "Summary of Replies to Question Blank Received from 100 School Systems," The Social Studies in the Elementary and Secondary School, Twenty-second Yearbook of the National Society for the Study of Education, Part II (Bloomington, Ill.: Public School Publishing Co., 1923), p. 316.

⁶Roy A. Price, "The Use of Periodical Literature in Social Studies Classrooms," The Social Studies, XXVII (April, 1936), pp. 223-232.

⁷Wilbur F. Murra, "Contributions of Research to the Teaching of Current Events," The Contribution of Research to the Teaching of the Social Studies, Eighth Yearbook of the National Council for the Social Studies (Cambridge, Mass.: The National Council for the Social Studies, 1937), pp. 195-199.

Events Survey was the relative efficacy of the various media used in the instruction of current events. Results in test achievement of the 272,901 students were compared with the differences in methods of instruction. One of the conclusions drawn was that superior achievement in current events information was found in schools which used as a text a weekly paper especially prepared for class use.⁸ In an earlier study conducted in 1934-35, Day reported that "of the two forms of systematic instruction involved that which utilized newspaper clippings was somewhat superior to that which depended upon a current-events periodical,"⁹ This apparent contradiction in the findings of the two studies initiated the "classroom periodical versus the newspaper in the classroom controversy" which was concerned with the relative merits of the newspaper and the classroom periodical in the teaching of current events. From time to time, publishers of both newspapers and classroom periodicals have sponsored surveys and studies to evaluate the worth of various publications. Kimball has pointed out that such studies "inevitably, give some indication of being weighted in favor of the issuing publication."¹⁰ He also stated:

⁸Ibid.

⁹L. C. Day, "Boys and Girls and Current Events," The Elementary School Journal, XXXVI (January, 1936), pp. 354-361.

¹⁰R. S. Kimball, "Researches in the Teaching of Contemporary Affairs and the Identification of Needed Research," The Teaching of Contemporary Affairs, Twenty-first Yearbook of the National Council for the Social Studies (Washington, D.C.: The National Council for the Social Studies, 1950), pp. 200-213.

There is need for experimentation, carefully observed and widely documented, to ascertain whether either of the familiar media--a classroom newspaper or metropolitan daily--has marked superiority over the other, or whether a syllabus or outline locally prepared, perhaps as a class project, and utilizing materials from any and all media, is to be preferred.¹¹

Furthermore, Kimball expressed his concern about the type of studies that had previously been conducted.

There is need for independent objective investigation looking to a determination of criteria or standards. In the absence of such investigation on the part of the teaching profession, we shall be left to the benevolence of the commercial publishers.¹²

III. LATER LITERATURE

Later writers tended to consider the use of current materials in the classroom in the light of the objectives of current events teaching. As early as 1937, Murra commented:

Constructive research on the teaching of current events is handicapped by the lack of agreement as to just what should be the purpose of such teaching. In the present circumstance, it is impossible to apply research techniques to the study of what should be done by current events instruction. All that is possible is to measure what is being done and to determine experimentally what can be done.¹³

The 1948-49 New York Times survey questioned the value of that type of current-events instruction which dealt only with the acquisition of factual information.¹⁴ It concluded that other-than-informational

¹¹Ibid., p. 211. ¹²Ibid., pp. 211-212.

¹³Murra, op. cit., p. 203.

¹⁴Delbert Clark (ed.), Current Affairs in Modern Education (New York: New York Times, 1950), p. 156.

outcomes of current events instruction may be equally important by stating:

Habits, attitudes, understandings, and behavior should be acquired which can be applied to the issues which will be current when the child is an active citizen, participating in the government.¹⁵

Attention directed to the aims of the teaching of current events was reflected in the literature dealing with the selection of current materials. The California Council for the Improvement of Instruction reported that equally important to the knowledge of current problems, persons, and places, should be:

. . . the familiarity with adult periodicals and other sources of information; and of the ability to interpret and draw intelligent inferences; and to detect, and make allowances for slant and bias in reporting.¹⁶

The role of the classroom periodical was now seen to be that of a step preceding the utilization of adult materials, in particular the modern metropolitan newspaper.¹⁷ Wesley and Wronski presented their view concerning the use of newspapers in the following statement:

Newspapers should be regarded as the minimum textbook for the study of contemporary affairs. In spite of all the difficulties they present for the immature reader, they remain the one indispensable source.¹⁸

¹⁵Ibid., pp. 91-92.

¹⁶Lucien Kinney and Katherine Dresden (eds.), Better Learning Through Current Materials (Stanford, California: Stanford University Press, 1952), p. 42.

¹⁷Edgar B. Wesley and Stanley P. Wronski, Teaching Social Studies in High Schools (Boston: D. C. Heath and Co., 1958), p. 314; Kinney and Dresden, op. cit., p. 8.

¹⁸Wesley and Wronski, op. cit., pp. 313-314.

The arguments used by each side in the classroom periodical versus the newspaper in the classroom debate have been adequately reported by Baker.¹⁹

In the more recent literature concern has also been expressed regarding the influence of current materials on the curriculum. Kinney and Dresden pointed out that teachers should be concerned about the classroom use of current materials "because instructional materials set the limits on what pupils can learn."²⁰ The New York Times survey found that the classroom periodicals were setting up the topics for current events study in the "manner of traditional textbook teaching," and reported that:

In approximately eighty per cent of the cases where current events day was observed, the topics for discussion on that day were the articles in the classroom periodical, whether or not there was any relation between them and the other classroom studies.²¹

Long reported in 1960 that one of the reasons the Glens Falls project (Improving the Teaching of World Affairs) was set up was because "there was need to evaluate instructional materials."²²

In 1963, the National Education Association Project on Instruction reiterated this concern with learning materials used in the classrooms when it stated:

¹⁹Baker, op. cit., pp. 54-61.

²⁰Kinney and Dresden, op. cit., p. 11.

²¹Clark, op. cit., p. 90.

²²H. M. Long, "Improving the Teaching of World Affairs," National Education Association Journal, XLIX (May, 1960), pp. 39-40.

Commercially produced learning materials affect curriculum decisions directly and indirectly. Learning materials produced for a nationwide or even regional market tend to perpetuate existing curriculums rather than to encourage change.²³

It also recommended that:

A comprehensive study and action program involving both producers and consumers is needed to improve the quality and use of printed teaching materials and other instructional media.²⁴

IV. THE BAKER THESIS

The surveys and studies previously cited were carried on in the context of the educational scene in the United States. Until the Baker study, 1963, no data existed on the relevance of these studies to practices in Alberta schools. The widespread use of the classroom periodical and the reliance upon it by Edmonton teachers was documented by Baker in his study. Thirty teachers on the staff of the Edmonton Public School System were questioned to compare the techniques used in their teaching of current events. Baker reported that 90 per cent of the teachers used the classroom periodical as a source-type; 67 per cent of the teachers regarded this as the most important source. On the other hand, the newspaper was not recognized as a major source by over 80 per cent of the teachers.²⁵ It was also found that among the

²³Deciding What To Teach (Washington, D.C.: National Education Association of the United States, 1963), p. 187.

²⁴Schools For The Sixties (Washington, D.C.: National Education Association of the United States), p. 15.

²⁵Baker, op. cit., pp. 105-106.

teachers who taught grade twelve social studies use of the classroom periodical was even more predominant than in grades ten and eleven since 95 per cent used this source-type.²⁶ Baker pointed out that this practice ran contrary to the recommendations by authors on the subject who suggested that "the classroom periodical be used in early high school and that by at least grade twelve, adult media, particularly the newspaper, should be used."²⁷

The influence of the classroom periodical on the selection of current events content was also brought out by this study. Fifty-seven per cent of the teachers regarded the treatment of an event by the classroom periodical as a criterion in the selection of content.²⁸ Twenty per cent used the common exam based on the World Affairs classroom periodical as a factor in determining the choice of current events.²⁹ Baker also noted that this practice was contrary to the recommendations in literature, by pointing out that:

The writers on current events teaching recognized neither the common exam nor the treatment of an event by the classroom periodical as a criterion for the choice of current events.³⁰

These findings by Baker led to his recommendation calling for the analysis of the Canadian classroom periodical.³¹

²⁶Ibid., p. 109.

²⁷Ibid., p. 108.

²⁸Ibid., p. 97.

²⁹Ibid., p. 101.

³⁰Ibid.

³¹Supra, p. 2.

V. SUMMARY

Several important conclusions related to the present study were drawn from the literature reviewed on the classroom periodical.

1. Surveys based on American school practices as well as Baker's Edmonton study indicated the widespread use of the classroom periodical in the teaching of current events.

2. Few objective studies to determine the efficacy of the classroom periodical in current events instruction, or in an analysis of the content, have been conducted.

3. A need to determine criteria or standards in evaluating the worth of the various publications and their use at the different grade levels seems to exist.

CHAPTER III

PROCEDURE

Several different methods of research and several different units of content analysis were employed throughout the study. Berelson specifically recognized this as an accepted procedure when he wrote:

There is no reason, of course, why a particular study must use only one of the possible units of content analysis. The choice of the appropriate unit depends upon the problem and the content under investigation, and this may necessitate the use of different units within the same study.¹

A description of the procedure used in the collection of the data follows.

I. CLASSIFICATION OF CONTENT

The content of the World Affairs magazine for the two terms under study, September 1961 to June 1962 and September 1962 to June 1963, was the source of data used in this portion of the study. After a careful examination of the content, it was decided to use the following headings in its classification:

1. Major Articles
2. Around the World
3. Canada and the Commonwealth
4. Canadian Affairs

¹Bernard Berelson, Content Analysis in Communication Research, (Glencoe: The Free Press, 1952), p. 143.

5. Canadian Feature Articles

6. Miscellaneous Items.

Description of the Categories

A brief description of the nature of the content assigned to each category is provided in this part of the study.

Major Articles. The major articles were determined by the prominence they were given as well as the amount of space they were allotted. By prominence was meant that the articles carried captions, or headlines, two or more columns in width across the top of the page. The minimum length of each major article was the equivalent of two $2\frac{1}{2}$ inch columns, that is $47\frac{1}{2}$ square inches. The topics dealt with by major articles were, for the most part, the backgrounds to some recent international events. Furthermore, these were full-length articles and chronological lists of events were not included in this category.

Around the World. This category consisted of a number of short items based on international affairs. The material presented in this section included a map of the world on which the location corresponding to each item was indicated. The length of each entry varied from only a few lines to almost one page.

Canada and the Commonwealth. This section comprised full-length articles which dealt with the background to some area, or some aspect of the British Commonwealth.

Canadian Affairs. This division of content was made up of a number of short items dealing with Canadian events. The number of separate items in each issue varied from nine to twenty-seven.

Canadian Feature Articles. These were full-length articles which presented the background to some feature of Canadian politics or economics. Examples of the type of material included in this category were: a series of articles on each of the ten provinces of Canada, the Yukon and the Northwest Territories, and reports on Canadian international trade.

Canadian feature articles were, with few exceptions, assigned a less prominent position in the magazine than the major articles.

Miscellaneous Items. Content which did not lend itself to classification under the previous categories was assigned to this heading. Such material as: the covers, bi-monthly tests, fillers, crossword puzzles, definitions, late news, and articles consisting of chronological lists of events made up this category.

II. MEASUREMENT OF CONTENT

The proportion of space devoted to each of the categories described was determined by measuring the content in square inches and then converting these figures to percentages. The "column inch", it was discovered, was a term which does not designate a standard unit of measurement since there is a great variation in the width of columns used. Table I, based on the mechanical measurements of only four

Canadian publications listed in Canadian Media,² illustrates this lack of uniformity in column width.

TABLE I
COLUMN WIDTHS OF FOUR CANADIAN PUBLICATIONS

Publication	Width of Columns
La Presse	1 11/16 inches
Edmonton Journal	1 13/16 inches
Calgary Albertan	1 3/4 inches
Star Weekly	2 inches

Furthermore, each issue of World Affairs utilized two different column widths. Some of its pages were made up into copy of two columns, each $3\frac{1}{2}$ inches wide. The majority of pages, however, were set in three columns, each $2\frac{1}{2}$ inches in width.

Illustrative Material

The amount of illustrative material within each category was also determined. As in previous calculations, the unit of measurement was the square inch. Percentages were computed to indicate the proportion of space devoted to illustrative material within each category.

²Canadian Media: Rates and Data, XII (June 13, 1964), pp. 126, 127, 148, 158.

By illustrative material was meant: maps, pictures, editorial cartoons, charts, graphs, diagrams, and drawings.

All areas in the measurement of content were computed to the nearest one-quarter square inch.

III. SOURCES OF CONTENT AND CRITERIA OF SELECTION

Sources of the content appearing in World Affairs were credited for only a portion of the material used. An attempt to provide complete identification of sources and the criteria used in its selection was made by the following procedure:

1. Correspondence was carried on with Mrs. E. A. Hobbs, the editor of World Affairs; Civic Education Service, Inc., publisher of the two United States classroom periodicals, Junior Review and American Observer; and the Canadian Press.

2. Interviews were conducted with Mr. M. A. Kostek and Mr. D. C. Willows, authors of "Canada and the Commonwealth."

3. A search through the two American classroom periodicals, Junior Review and American Observer, for the 1962-1963 school term was undertaken.

Copies of the correspondence and the questions used in the interview may be found in Appendix A.

IV. LEVEL OF READABILITY

Samples from each classification of content were selected to determine the difficulty of the reading material. The Dale-Chall

"Formula for Predicting Readability" was used for the following reasons.

1. It was regarded by a number of reading experts to have been more highly predictive than any of the other popular formulas available. Klare has stated that "the Dale-Chall formula is involved in more high intercorrelations with other formulas than any other single formula."³

2. Validation of the Dale-Chall formula was carried on specifically with current-events material and its authors reported that:

On 78 passages on foreign affairs from current-events magazines, government pamphlets, and newspapers, the correlation between the predictions of the formula and judgements of difficulty by expert teachers in the social studies was .90.⁴

It was recognized that no one reading formula could be definitive. However, in the case of reading material used throughout as wide a range as World Affairs (Grades VII to XII), the grade placement indexes, it was thought, would provide some indication of the difficulty of the content for the high school level.

V. BIAS

Three major articles were analyzed to determine what evaluations were being made of certain significant concepts in international

³George R. Klare, The Measurement of Readability (Ames, Iowa: Iowa State University Press, 1963), p. 6.

⁴Edgar Dale and Jeanne S. Chall, "A Formula for Predicting Readability," Educational Research Bulletin, XXVII (January 21, 1948), p. 18.

affairs. The method used was the "evaluative assertion analysis" by Osgood, Saporta, and Nunnally.⁵ The objective of evaluative assertion analysis is to arrive at a measurement of the attitude of the source toward certain attitude objects, with a minimum dependence on the effects of the messages on the coders or on their existing attitudes. The technique was designed for the study of evaluative attitudes on a good-bad, like-dislike, favorable-unfavorable continuum which Osgood had demonstrated in his work on the semantic differential to be a dominant aspect of the meaning of most concepts.⁶ Pool described the evaluative assertion analysis in the following terms:

It is an extension of interests represented by his [Osgood's] work on the semantic differential. Semantic differential data always bring out the evaluative factor as the most important of all. Osgood's evaluative assertion analysis applies this finding about the connotations of words to the analysis of texts. He uses the evaluative leaning of common words to measure attitudes toward objects referred to in a text while hiding from the coder the proper names which would give clues to the context in which the object was named. The method is successful. Thus we now have at least one established standardized measure of valence in communication content independent of the context.⁷

⁵Charles E. Osgood, Sol Saporta, and Jum C. Nunnally, "Evaluative Assertion Analysis," Litera, III (1956), pp. 47-102.

⁶Charles E. Osgood, "The Representational Model and Relevant Research Methods," Trends in Content Analysis, ed. Ithiel de Sola Pool (Urbana: University of Illinois Press, 1959), p. 40.

⁷Ithiel de Sola Pool, "Trends in Content Analysis Today: A Summary," Trends in Content Analysis, ed. Ithiel de Sola Pool (Urbana: University of Illinois Press, 1959), pp. 218-219.

CHAPTER IV

ANALYSIS OF CONTENT

I. CLASSIFICATION OF CONTENT

Table II presents a breakdown of the space allotted to each of the categories of the content of World Affairs for the two terms under study. The content is listed separately for each term as well as conjointly for both terms.

Some important features concerning the apportionment of space to the different topics may be observed from these statistics. The first of these is the comparison of space allotted to national and international affairs. The two main categories dealing with international affairs, the major articles and "Around the World," accounted for 43.46 per cent of the total content. Canadian events represented chiefly by "Canadian Affairs" and Canadian feature articles, on the other hand, received 25.64 per cent of the total. Articles on the Commonwealth, which touched on matters of both national and international concern, were given just under ten per cent of the space. It might also be noted that separate categories for items of local or of provincial interest were not included since World Affairs is a national publication intended for use throughout Canada.

Table II also indicates that the amount of illustrative material used in "Canadian Affairs," 4.32 per cent, represents less than one-third of the average amount of illustrative material carried by all the categories.

TABLE II

CLASSIFICATION OF CONTENT

Categories	Term	Content (sq. ins.)	Percentage of Total	Illustrative (sq. ins.)	Illustrative (% of Category)
Major Articles	1961-62	2,395.5	18.83	323.75	13.51
	1962-63	2,798.5	22	427.25	15.59
	Total	5,194	20.41	751	14.46
Around the World	1961-62	2,962	23.28	343.5	11.6
	1962-63	2,904	22.8	407	14.03
	Total	5,866	23.05	750.5	12.79
Canada and the Commonwealth	1961-62	1,208	9.49	231	19.12
	1962-63	1,100.5	8.65	172	11.01
	Total	2,308.5	9.07	403	17.46
Canadian Affairs	1961-62	2,129	16.73	107.75	5.06
	1962-63	1,691.25	13.29	57.25	3.39
	Total	3,820.25	15.01	165	4.32
Canadian Feature Articles	1961-62	1,088.25	8.55	187.25	17.21
	1962-63	1,615.5	12.7	192.75	11.93
	Total	2,703.75	10.63	380	14.56
Miscellaneous Items	1961-62	2,940.5	23.11	567.25	19.29
	1962-63	2,613	20.54	513	19.63
	Total	5,553.5	21.82	1,080.5*	19.46
Totals	1961-62	12,723.25	100	1,760.0	13.84
	1962-63	12,722.75	100	1,769.25	13.91
	Total	25,446	100	3,529.75	13.87

*Covers accounted for 602.75 square inches of illustrative material or 2.37 per cent of total content.

It must also be noted that World Affairs, unlike many United States classroom periodicals, devoted no space to advertising nor to columns of anecdotes or personal advice. The miscellaneous items carried by World Affairs included news and other educational features, and even the crossword puzzles were based on current events material.

II. IDENTIFICATION OF SOURCES

Textual Materials

This part of the investigation was concerned with identifying the authors of the major and feature articles, the wire or news services used, and in the case of articles which were reprinted, the identity of the original authors and publications. The results of this portion of the investigation will be reported under the separate categories of content.

Major Articles. A search through the two U. S. classroom periodicals, Junior Review and American Observer,¹ for the 1962-63 school term revealed that all of the major articles carried by World Affairs during that term were first published in one of those two weekly school papers. The extent to which the articles in World Affairs differed from the original American articles varied from only minor editing to a considerable amount of rewriting, particularly in those articles which required to be brought up to date. Table III summarizes the results of these findings. It shows that of the fifteen articles classified

¹Both Junior Review and American Observer are published by Civic Education Service, Inc., 1733K Street, N. W., Washington 6, D.C.

TABLE III

SOURCE OF MAJOR ARTICLES APPEARING
IN 1962-63 WORLD AFFAIRS

Issue	Title	Credited	Not Credited	Source	Minor Edit.	Major Edit.	Re- written
Sept./62	Conflict over West New Guinea		X	JR* Jan. 29/62	X		
Sept./62	Islands Around the World		X	JR April 30/62	X		
Oct./62	Two Worlds In Conflict		X	AO** Sept. 10/62	X		
Oct./62	The United Nations		X	AO Oct. 23/61			X
Nov./62	Giant Africa is Plod- ding Ahead	X		AO Oct. 8/62 (Tim Coss)	X		
Nov./62	Life in a Divided Land		X	JR Sept. 17/62 (Barbara Hurlbutt)	X		
Dec./62	Cuban Crisis--What will Happen?		X	JR Nov. 5/62			X
Dec./62	New Trouble in Asia		X	JR Nov. 12/62 (Barbara Hurlbutt)		X	
Jan./63	Communist World Seri- ously Divided		X	JR Nov. 26/62	X		

TABLE III (continued)

Issue	Title	Credited	Not Credited	Source	Minor Edit.	Major Edit.	Re-written
Jan./63	Britain Studies Trade Alliance		X	JR Dec. 3/62 (Barbara Hurlbutt)	X		
Jan./63	Glimpse of the Congo		X	AO Dec. 17/62	X		
Feb./63	Britain's World Role is Shifting		X	AO Jan. 14/63 (Tim Coss)	X		
Mar./63	De Gaulle's Veto Keeps Britain Out of EEC		X	AO Feb. 11/63 (Anton Berle)		X	
April/63	Iraq's New Leaders Have Much to Do		X	JR Mar. 4/63 (Barbara Hurlbutt)	X		
May-June 1963	Soviet Union---World's Largest Nation	X		JR March 25/63 and April 1/63 (Barbara Hurlbutt)	X		

*Junior Review**American Observer

within this category, eleven were carried with only minor editing; two had several changes; and two had new sections added or were largely re-written, but had enough material from the original article to make identification possible.

Table III also shows that the time-lag in the publication of the articles in World Affairs was approximately one month. In the case of the September 1962 World Affairs, however, the two major articles were previously published in the January 29, 1962 and April 30, 1962 issues of Junior Review. A portion of the material used in the article on the United Nations in the October 1962 issue of World Affairs was carried in the October 23, 1961 issue of the American Observer.

Of the fifteen articles, only two were credited to the original publications. In neither of these instances, however, was the author identified. Mrs. E. A. Hobbs, editor of World Affairs, in explaining the type of arrangement World Affairs had with the Civic Education Service, stated that their relations were on friendly rather than business terms.² Mrs. Hobbs pointed out that she, personally, had received Mr. Myer's³ permission to use any material which might be helpful to her, with or without credit. She further explained:

Mr. Myer died, but Mrs. Myer, who is still business manager, has reaffirmed her husband's permission. All material used from Junior Review or American Observer is carefully edited with our Canadian

²Letter from Mrs. E. A. Hobbs, Editor, World Affairs, Toronto, Ontario, May 28, 1964.

³Mr. Myer was the founder of Civic Education Service.

viewpoint in mind. . . . I use the credit line usually when the material is more nearly like the original, but when there are subtle changes I take the blame by omitting the credit line.⁴

Around the World. Table IV shows that out of 402 separate items in this category, only nine were credited. In attempting to identify sources for the items not receiving credits, this investigator found that the publications of the Civic Education Service contributed considerably to this category as well. Other news sources used by World Affairs and cited by Mrs. Hobbs included the news services of Associated Press, and "friends in the publishing world who give us permission to use certain materials without cost."⁵

Canada and the Commonwealth. This series of articles was written by two Edmonton teachers, M. A. Kostek and D. C. Willows. From interviews conducted with them it was learned that they relied largely on the following sources of information:

1. The United Kingdom Information Office,
2. Interviews,
3. A variety of newspapers and periodicals,
4. Offices of the different High Commissions, and
5. Library resources.

Mr. Kostek asserted that 40 per cent of the articles have some form of personal interview.

⁴Hobbs, op. cit.

⁵Ibid.

TABLE IV
AROUND THE WORLD: SOURCES CREDITED

Issue	Number of Items	Number Credited	Sources Cited
Sept./61	21	1	Lord Home in House of Lords.
Oct./61	24	4	Civic Education Service, Christian Science Monitor, Manchester Guard- ian, New York Times.
Nov./61	23	1	Manchester Guardian and Star News Service.
Dec./61	23		
Jan./62	21		
Feb./62	25		
Mar./62	20	1	Christian Science Monitor.
April/62	29		
May-June/62	<u>21</u>	<u>1</u>	"Report of Apr. 11."
TOTAL	207	8	
Sept./62	16		
Oct./62	18		
Nov./62	20		
Dec./62	23		
Jan./63	20		
Feb./63	27		
Mar./63	23	1	Christian Science Monitor.
April/63	22		
May-June/63	<u>26</u>	—	
TOTAL	195	1	

Canadian Affairs. Contradictory evidence regarding the sources of the uncredited items in this category was received. The editor of World Affairs in a letter dated May 28, 1964, stated, "Our two news services are Associated Press and Canadian Press."⁶ A letter from Gilles Purcell, General Manager of The Canadian Press, dated May 29, 1964, however, declared, "World Affairs does not subscribe to any CP service."⁷ No attempt was made to resolve this apparent contradiction. The result was that with the exception of the items which were individually credited, as presented in Table V, identification of other sources was inconclusive.

Canadian Feature Articles. Seventeen Canadian feature articles appeared in the two years' issues. Of these, twelve featured each of the Canadian provinces, the Yukon, and the Northwest Territories. Although the author, or authors, were not identified, the references used in the preparation of these articles were cited. Three of the references most frequently used were: Encyclopaedia Canadiana,⁸

⁶Ibid.

⁷Letter from Gilles Purcell, General Manager, The Canadian Press, Toronto, Ontario, May 29, 1964.

⁸World Affairs, XXVII (December, 1961), p. 16; (January, 1962), p. 16; (February, 1962), p. 16; (March, 1962), p. 20; (April, 1962), p. 16; (May-June, 1962), p. 24; World Affairs, XXVIII (September, 1962), p. 18; (October, 1962), p. 20; (November, 1962), p. 16; (December, 1962), p. 17; (January, 1963), p. 16; (February, 1963), p. 16; (March, 1963), p. 9.

TABLE V

CANADIAN AFFAIRS: SOURCES CREDITED

Issue	Number of Items	Number Credited	Sources Cited
Sept./61	27	2	Maclean's and Canada Yearbook, Toronto Globe and Mail.
Oct./61	9	1	Pulseman.
Nov./61	16		
Dec./61	13		
Jan./62	11	1	Canada Year Book.
Feb./62	14	1	Globe and Mail.
Mar./62	23	5	Financial Post, ILO News, Toronto Daily Star, Montreal Gazette, Canada Year Book.
April/62	15		
May-June/62	<u>13</u>	---	
TOTAL	141	10	
Sept./62	14		
Oct./62	17	1	Dominion Bureau of Statistics.
Nov./62	9	2	C.I.I.A. Monthly Report, Globe and Mail.
Dec./62	17	2	2---Dominion Bureau of Statistics.
Jan./63	16		
Feb./63	21	1	Christian Science Monitor.
Mar./63	14		
April/63	15	1	Dominion Bureau of Statistics.
May-June/63	<u>15</u>	<u>3</u>	2--Dom. Bureau of Stats., Toronto Star.
TOTAL	138	10	

Compton's Pictured Encyclopaedia,⁹ and the Canada Year Book.¹⁰ References were also quoted for all but one of the remaining five articles. Statistics forming the basis of articles on Canada's position in world trade and on government finances were obtained from the 1960, 1961, and 1962 Canada Year Books,¹¹ as well as other government publications. A statement by each of the party leaders in the 1963 Federal election was the basis of yet another article. The only article that had neither a source nor a reference given was, "Should Canada Join the O.A.S.?", which was carried in the October 1961 issue of World Affairs.

Miscellaneous Items. The variety of material presented in this category did not lend itself to an orderly tabulation. It would appear that the statements regarding the identification of the sources used in "Around the World" and "Canadian Affairs" would also apply to such miscellaneous items as late news and other fillers. The crossword puzzles and bi-monthly tests were prepared by the editor of World Affairs.¹²

⁹World Affairs, XXVII (January, 1962), p. 16; (February, 1962), p. 16; (April, 1962), p. 16; (May-June, 1962), p. 24; World Affairs, XXVIII (November, 1962), p. 16; (December, 1962), p. 17.

¹⁰World Affairs, XXVII (December, 1961), p. 16; (January, 1962), p. 16; (February, 1962), p. 16; (March, 1962), p. 20; (April, 1962), p. 16; (May-June, 1962), p. 24; World Affairs, XXVIII (October, 1962), p. 20.

¹¹World Affairs, XXVII (October, 1961), p. 15; World Affairs, XXVIII (November, 1962), p. 17; (March, 1963), p. 9.

¹²Hobbs, op. cit.

Illustrative Materials

Illustrative material used by World Affairs generally carried a more complete identification than did the textual material. The main sources depended on the specific type of material. A photographic-news service, Wide World, supplied by far the greatest number of photographs. The largest single source of maps, charts, and diagrams was the publisher of Junior Review and the American Observer, Civic Education Service. The United Kingdom Information Office, and the Canadian and provincial governments were also major contributors of both pictures and maps. Table VI contains the complete breakdown of the sources of all illustrative material with the exception of the editorial cartoons.

Sources of the form of editorial comment represented by editorial (or political) cartoons, which were published by the classroom periodical, World Affairs, during the two years' terms, are given in Table VII. Eighteen separate newspapers and publications provided a total of sixty-five cartoons during these two terms. Two Canadian newspapers, both from Toronto, accounted for only 16.93 per cent of the total number, while the sixteen U. S. sources supplied 83.09 per cent of the editorial cartoons carried. The largest single source, The Christian Science Monitor, it will be noted, contributed over one-half of the cartoons that World Affairs published.

III. CRITERIA USED IN THE SELECTION OF CONTENT

The two sources of information concerning the criteria used in the selection of World Affairs content were Mrs. E. A. Hobbs, editor of

TABLE VI
SOURCES OF ILLUSTRATIVE MATERIAL*

Sources	Photos.	Maps	Graphs	Charts	Diagrams	Other
Wide World	124	10		1		
Canadian Press	5	1	2			
Civic Education Service		34	1	4	2	1
World Affairs	1	27**				
Christian Science Monitor		11				
U.K.I.O.	36	11		1		
Governments (Fed. and Prov.)	19	10				
Political Parties	13					
Others	3	1	1	1	1	
Unidentified	6	5	1	1		1

NOTE: The figures in this table represent a count of individual items.

*Editorial cartoons are not included in this table.

**Twenty-six of these maps were world outline maps prepared to accompany "Around the World", or the bi-monthly and the yearly tests.

TABLE VII
SOURCES OF EDITORIAL CARTOONS

Source	Number of Cartoons	Percentage of Total
<u>United States</u>		
Christian Science Monitor	34	52.31
Minneapolis Star	3	4.62
Chicago Sun-Times	2	3.08
Newark Evening News	2	3.08
Richmond Times Dispatch	2	3.08
Other U. S. Sources	11	16.92
	—	—
TOTAL: Cartoons from U. S. Sources	54	83.09
<u>Canadian</u>		
Toronto Globe and Mail	8	12.31
Toronto Star	3	4.62
	—	—
TOTAL: Cartoons from Canadian Sources	11	16.93
	==	==
<u>Total</u>	65	100.

World Affairs, and M. A. Kostek and D. C. Willows, authors of the series "Canada and the Commonwealth." The brief statement by the editor regarding the overall selection of content is significant enough to be repeated here in its entirety:

We try to be very careful in our selection of material. The longer articles are usually the result of:

1. The most pressing crisis or crises of the month, or
2. The need for some specific material through requests of provincial social studies' departments.¹³

In addition to these two criteria, it was pointed out by the editor that the availability of materials due to economic considerations played an important part in determining what was published. Since World Affairs did not carry advertising, its main source of income was derived from its subscription sales. As a result, World Affairs has had to rely on background articles prepared by Civic Education Service, as well as material from other sources which it had received permission to use without cost.

The information obtained from Kostek and Willows related only to the content of "Canada and the Commonwealth" of which they were the joint authors. Kostek noted that the series was designed specifically for the Grade VIII Social Studies program. No publisher's guidelines were given to them, he stated, but in developing their own, they selected topics that would enrich and supplement the Grade VIII curriculum, or as Kostek put it "to supplement a curriculum which is out of date the very year it is structured."¹⁴

¹³Ibid.

¹⁴Interview with M. A. Kostek, May 25, 1964.

IV. LEVEL OF READABILITY

The Dale-Chall Readability Formula¹⁵ used in this study is a two-factor formula based on a measure of vocabulary difficulty and sentence structure. The vocabulary difficulty was arrived at by determining the number of words the samples contained outside the Dale list of 3,000 words. The second factor, sentence structure, was a calculation of the average sentence length. These two measurements for each sample were then applied in the formula:

$$X_{c50} = .1579X_1 + .0496X_2 + 3.6365,$$

where X_{c50} referred to the reading-grade score of a pupil who could answer one-half the test questions correctly; X_1 was the percentage of words outside the Dale list; X_2 was the average sentence length in words; and 3.6365 was a constant.¹⁶ All computations were carried out to four decimal places. A specimen of the work sheet used may be found in Appendix B.

The method of selecting samples was determined in advance. All of the categories of World Affairs content were sampled in accordance with the following plan.

1. The categories which consisted of full-length articles were sampled more extensively than those made up of a number of short items. Major articles, "Canada and the Commonwealth," and the Canadian feature

¹⁵Edgar Dale and Jeanne S. Chall, "A formula for Predicting Readability," and "Instructions," Educational Research Bulletin, XXVII (January 21 and February 18, 1948), pp. 11-20, 28 and pp. 37-54.

¹⁶Ibid., p. 18.

articles were included in the former group; "Around the World," "Canadian Affairs," and miscellaneous items in the latter.

2. One full-length article was selected from each issue of World Affairs. Samples of short-item articles were taken from every second issue.

3. The order of the categories used in the classification was matched with the reverse-chronological order of the issues of World Affairs for the two terms analyzed. Where the category matched with the specific issue of World Affairs was not carried that month, no substitutions were made.

4. The resultant selection of samples was:

Full-Length Articles

<u>Category</u>	<u>Samples Selected (Both Terms)</u>		
Major Articles	May-June	February	November
Canada and the Commonwealth	April	January	October
Canadian Feature Articles	March	December	September

Short-Item Articles

<u>Category</u>	<u>Issues from which Samples were Selected</u>		
Around the World	May-June/63	November/62	February/62
Canadian Affairs	March/63	September/62	December/61
Miscellaneous Items	January/63	April/62	October/61

Results of the Readability Tests

A summary of the Dale-Chall readability tests conducted on the content of World Affairs is presented in Table VIII. The table shows the range of grade levels within each category as well as the average

TABLE VIII

GRADE SCORES ACCORDING TO THE DALE-CHALL FORMULA OF SAMPLES
SELECTED FROM THE DIFFERENT CATEGORIES
OF WORLD AFFAIRS CONTENT

Category	Number of Samples	Range of Grade Levels	Average Grade Level
<u>Full-Length Articles</u>			
Major Articles	24	5 to 10	7-8
Canada and the Commonwealth	19	7 to 10	9-10
Canadian Feature Articles	20	7 to 12	9-10
Total	63	5 to 12	7-8
<u>Short-Item Articles</u>			
Around the World	9	7 to 12	9-10
Canadian Affairs	9	7 to 12	9-10
Miscellaneous Items*	4	9 to 12	11-12
Total	22	7 to 12	9-10
Total for both Full-Length and Short-Item Articles	85	5 to 12	9-10

*Only a small portion of this category lent itself to the application of the readability formula.

grade level. Four samples were usually taken to determine the grade levels of the full-length articles. The range of grade levels for these articles was therefore based on the averages of the four samples taken from any one article. On the other hand, an entire short item was analyzed in determining its grade level. The range of grade levels for the short-item articles, therefore, also indicates the range of individual samples.

The range of grade levels in the content of World Affairs extended from the fifth to the twelfth grades. In general, the short-item articles were written at a higher grade level than the full-length articles. The average reading level of the full-length articles was grades 7-8, while that of the short-item articles was grades 9-10. Oddly enough, the series of articles written by Kostek and Willows, "Canada and the Commonwealth," which the authors had claimed in their interviews to have been specifically written for the Grade VIII Social Studies program, had an average reading level of grades nine and ten.

The average of all of the eighty-five samples taken indicated that most of the content was written for the ninth and tenth grades.

V. BIAS

The method used in this part of the study to determine the attitude of the source, World Affairs, toward certain key attitude objects in international affairs was "evaluative assertion analysis."¹⁷

¹⁷Charles E. Osgood, Sol Saporta, and Jum C. Nunnally, "Evaluative Assertion Analysis," Litera, III (1956), pp. 47-102.

It involved four separate stages. Stage I consisted of: the identification and isolation of attitudinal objects within the messages which were analyzed, the masking of the messages by the substitution of arbitrary "nonsense" symbols for the attitudinal objects, and the transcribing of the masked material into an exhaustive set of evaluative assertions relating to the attitudinal objects. The linguistic form required for the assertions in this stage of the analysis was the ACTOR-ACTION-COMPLEMENT form. In stage III the assertions and common meaning evaluations were assigned directions and weights. The verbs or verb phrases (the connectors) gave the direction by either associating (+) or dissociating (-) the attitudinal objects with other evaluative material. The intensities of the connectors and the evaluative material were judged on a seven-point scale running from +3 through 0, a neutral point, to -3. Finally, in Stage IV, the assertions relating to each attitude object were collected and averaged in terms of common meaning evaluation. This operation allocated each attitudinal object to the standard seven-step evaluative scale which indicated how the source of the messages evaluated the various concepts it dealt with; those toward which it was relatively favorable, neutral, and relatively unfavorable.¹⁸

Three major articles from World Affairs were selected for the evaluative assertion analysis. They were: "Two Worlds in Conflict,"¹⁹

¹⁸Ibid., p. 48.

¹⁹"Two Worlds in Conflict," World Affairs, XXVIII (October, 1962), pp. 2, 9.

"Communist World Seriously Divided,"²⁰ and "Soviet Union--World's Largest Nation."²¹ The three articles were all from the more recent of the two terms' issues analyzed and were almost evenly spaced throughout that term. Furthermore, each of the articles contained several recurring attitudinal objects or concepts.

Three independent judges were used in Stage III of the analysis which involved the assigning of directions and intensities to the connectors and evaluators. Each of the judges was a qualified social studies teacher on the staff of the Edmonton Public School System.

Copies of the assertion chart and the computation chart used in Stages II, III, and IV of the analysis may be found in Appendix B. Appendix C comprises the instructions used in the training of the judges for Stage III of the analysis.

Figure 1 on page 47 contains the results of the evaluative assertion analysis conducted on the three major articles from World Affairs. It shows that the evaluative location of only one attitude object, Khrushchov (-0.8), is found in the entire range between +2.5 and -2.2 of the seven-step evaluative scale. All of the other attitude objects are located in clusters at the opposite ends of the scale. Even India, one of the leading neutral nations in recent times, has received the highly favorable evaluation of +2.6. The most favorable

²⁰"Communist World Seriously Divided," World Affairs, XXVIII (January, 1963), pp. 3-5.

²¹"Soviet Union--World's Largest Nation," World Affairs, XXVIII (May-June, 1963), pp. 3-5, 9.

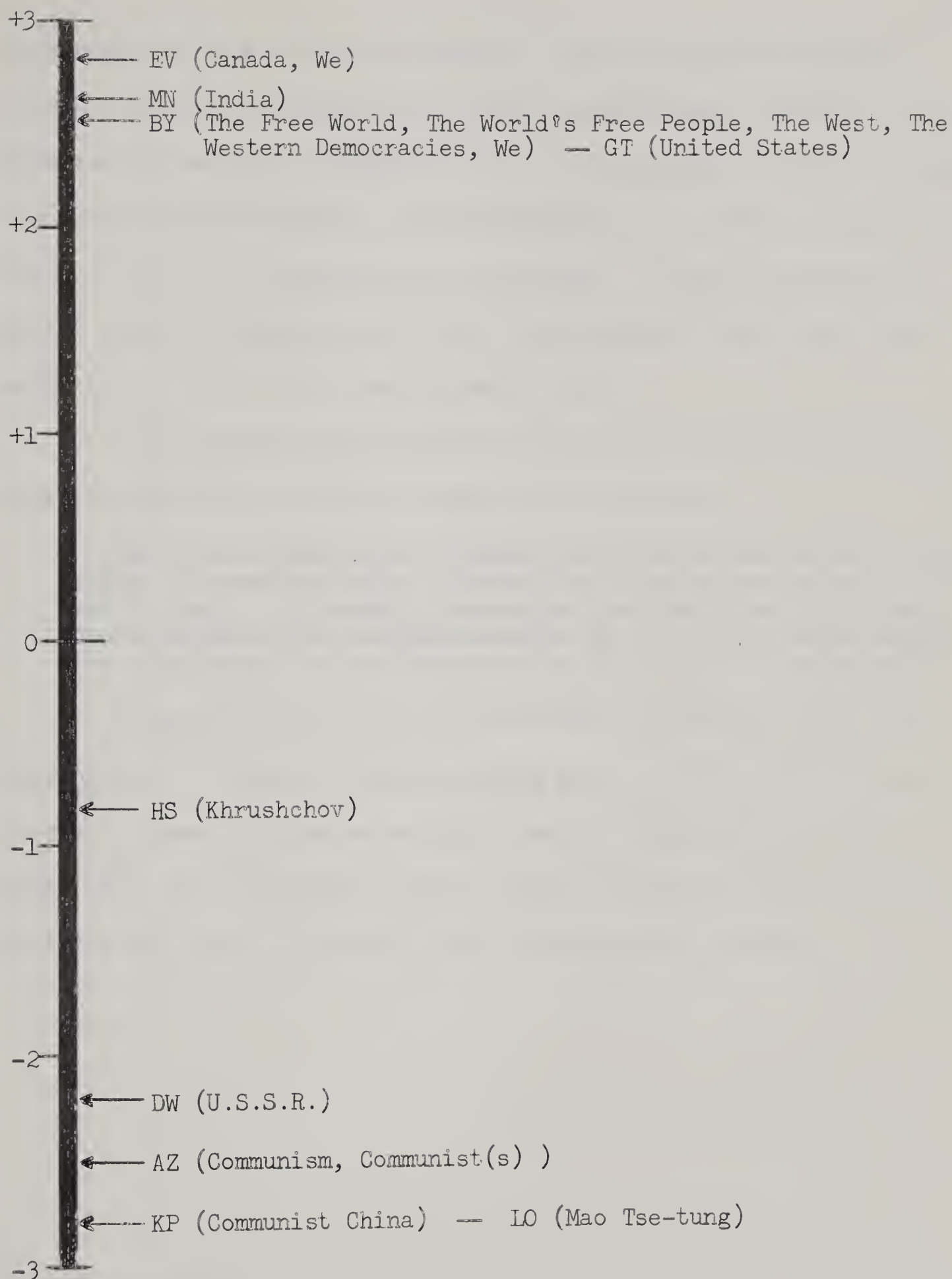


FIGURE 1

STANDARD SEVEN-STEP EVALUATION SCALE
 MATERIAL: THREE MAJOR ARTICLES
 FROM WORLD AFFAIRS

evaluation of +2.8 was that of Canada, while the least favorable of -2.8 was shared by Communist China and its leader Mao Tse-tung. The unfavorable position of Communism (-2.5) was mirrored by the two highly favorable attitude objects, The Free World and the United States (both with +2.5) at the opposite end of the scale. An equal distance on either side of Communism, but both at the negative end of the scale, were the U.S.S.R. (-2.2) and Communist China.

In discussing the evaluative locations assigned to attitude objects by different sources, Osgood has noted that:

Some sources display an extremely bi-polar or two-valued orientation of concepts; others cluster their evaluations nearer the neutral point. It seems a reasonable hypothesis that polarization should increase with the emotionality of the source, which might have a bearing on psychotherapy materials as well as propaganda.²²

It might be noted that the ambivalent approach of the source to Khrushchov, the highly favorable rating given to India, and the more favorable regard of the Soviet Union than of Communist China may to some extent be attributed to the articles' treatment of the Chinese invasion of India in late 1962, and the Sino-Soviet dispute.

²²Osgood, Saporta, and Nunnally, op. cit., p. 101.

CHAPTER V

EVALUATION OF THE RESULTS OF THE STUDY

I. INTRODUCTION

In pointing out the areas of research in the performance of the mass media of communication, Schramm wrote:

But given the caveat that we are better equipped in this area to describe than to interpret and evaluate, still the great questions of a democratic communication system are all in this area, demanding that we make some contribution to them: What are the media carrying on the subjects which are so vital to us--election campaigns, foreign affairs, civil rights, scientific developments, social issues, and the rest? Are we getting a true and balanced picture of reality? Are we getting the kind and amount of information which is necessary if a "free market place of ideas" is to function? Are we getting the kind and amount of information we need in order to function wisely as citizens in this complex and difficult age?¹

The condition of research in current events teaching greatly resembles this description of research in the performance of mass communication. In current events teaching research is similarly better equipped to describe than to evaluate and to interpret. The parallel extends even further, however, and the very questions which Schramm posed as demanding that some contribution be made in communications research are equally important to research in the teaching of current events.

In evaluating and assessing the results of this study, an

¹Wilbur Schramm, "The Challenge to Communication Research," Introduction to Mass Communication Research, ed. Ralph O. Nafziger and David M. White (Baton Rouge: Louisiana State University Press, 1958), p. 19.

attempt was made to determine the extent to which World Affairs, the recommended classroom periodical, contained content which corresponded with the objectives of current events teaching. Since neither the Alberta senior high school curriculum guide² nor the interim senior high school social studies curriculum guide³ contains a specific statement of objectives of current events teaching, it was necessary to rely on additional sources such as the social studies bulletins issued by the Alberta Department of Education, the Baker study, and other relevant literature.

Before proceeding with the evaluation of the specific findings under their respective headings, one general question will be considered--that of frequency of publication. Most of the literature surveyed assumed the current events classroom periodical to be a weekly publication. World Affairs, as was previously noted, was issued monthly throughout the school term with only nine issues published annually. Some criticism of the weekly publications found in the literature, however, were directed at their recency of coverage in both time and space.⁴ Whether such criticism was valid in the case of the

²Department of Education, Province of Alberta, Senior High School Curriculum Guide for Social Studies 10, 20 and 30. September 1955.

³Department of Education, Province of Alberta, Interim Senior High School Curriculum Guide for Social Studies 10, 20 and 30 for 1964-65.

⁴Robert Leonard Cecil Baker, "A Comparison of Techniques Used to Implement a Study of Current Events" (unpublished Master's thesis, University of Alberta, Edmonton, 1963), p. 60.

weekly publications was a subject of some controversy. In the case of a current events classroom periodical which is published monthly such criticism assumes considerably greater proportions. It might, therefore, be seriously questioned whether a monthly publication is best suited to the teaching of current events.

II. CLASSIFICATION OF CONTENT

A consideration of the main questions related to the categories of content in World Affairs, the amount of space devoted to each category, and the amount of illustrative material used, inevitably depended on who the intended readers were to be. Since the scope of this study was to evaluate such content in terms of its suitability to the senior high school level, it is on this basis that the following comments are made.

An important statement regarding the criteria to be used in the selection of current events in Alberta high schools appeared in the Departmental bulletins on social studies. Since these criteria are significant to our consideration of the content selected by World Affairs, they will be repeated here in full:

In the teaching of current events in the schools, the teacher faces the problem of selecting suitable topics from the great mass of available materials. Many of these record the trivial and confusing as well as the significant and illuminating. Some criteria then must be set up to provide a basis for selection. Although there is no ready and clear-cut way of establishing these criteria for the choice of current events topics, it must be admitted that re-examination of the basic principles of selection used in the construction of the curriculum will aid the teacher considerably. Mere existence is not a basis for the admission of subject matter to the curriculum. Any material admitted must prove its fitness;

for example, only those historical events which seem to be useful are admitted. It follows, that news items must not be admitted merely because they are available. We, therefore, may establish one criterion for the selection of current events by suggesting that those current events which are related to the existing curriculum are worthy of attention [emphasis in the original].⁵

Statements found in the literature on current events selection, such as the following by Clark, expressed general support of the Department's position:

The selection and treatment of topics for study should not be dictated by the size of the headlines in the day's newspaper or the choice of the edition of a school news weekly, but should be determined by the objectives of the curriculum for pupils of each grade level. A second determining factor should be the relation of the topic to the course of study.⁶

Interviews with the authors of "Canada and the Commonwealth," and the correspondence with the editor of World Affairs, indicated that this series of articles on the Commonwealth was written primarily to supplement the Alberta Grade VIII Social Studies program.⁷ Although a number of the articles in this category were based on topics which were of current interest, it is doubtful if the same amount of space, almost one-tenth of the total, could be justified in terms of the high school courses of study.

The senior high school curriculum guide also specifically

⁵Department of Education, Government of Alberta, Classroom Bulletin on Social Studies, Number 30. October 1953, p. 5.

⁶Delbert Clark (ed.), Current Affairs in Modern Education (New York: New York Times, 1950), p. 254.

⁷Interviews with M. A. Kostek and D. C. Willows, May 25, 1964; Letter from Mrs. E. A. Hobbs, Editor, World Affairs, Toronto, Ontario, May 28, 1964.

directed that "important local or provincial matters should not be overlooked."⁸ World Affairs, because of its national character, did not provide this immediacy of coverage. According to this directive, however, it would appear that ideally, the classroom periodical in Alberta schools would devote at least a portion of its space to categories of local and provincial news.

Other content which had little relevance to the teaching of either high school current events or social studies consisted of a number of articles within the category, Canadian feature articles. These included the twelve articles of encyclopedic background material on each of the ten Canadian provinces as well as on the Yukon and the Northwest Territories. The appearance of these articles was determined not by any specific newsworthiness nor currency, but rather by the geographical order of the provinces--from east to west. Dealing with such articles in class, in any of the high school grades, would have in most cases resulted in the interpolation of curricular topics and materials which could neither be classified as current events nor as a part of the course of studies.

The proportion of total space allotted to the categories of national and international content in World Affairs was of some significance. The analysis of the two terms indicated that international affairs accounted for 43.46 per cent of the total, while the two cate-

⁸Department of Education, Province of Alberta, Senior High School Curriculum Guide for Social Studies 10, 20 and 30. September, 1955, p. 11.

gories of Canadian content comprised 25.64 per cent. The Cameron Commission indicated a specific concern regarding current Canadian affairs when it noted that it would like to see pupils more knowledgeable about the general features of the Canadian scene, including immediate history and the obligations and responsibilities of citizenship. It continued:

This emphasis should be continued and strengthened in the later high school program, with particular attention to the constitution and its origins.⁹

In the light of this recommendation, a greater allocation of space devoted to current Canadian content would seem to be called for. Full-length articles on current issues in Canadian affairs would, therefore, increase the utility of the periodical at the senior high school level.

Only a single observation will be made on the illustrative materials used by World Affairs; that of pointing out the imbalance of the amount of such materials in the category, Canadian affairs. Since this was the only section consistently handling current national events, it was difficult to understand why only 4.32 per cent of this category consisted of illustrative materials while the overall average for all the categories was 13.87 per cent. This would seem to indicate inadequate sources on the part of World Affairs, in obtaining Canadian illustrative materials.

It must be noted, however, that the amount of illustrative material used does not in itself serve as the conclusive criterion in

⁹Donald Cameron, et al., Report of the Royal Commission on Education in Alberta (Edmonton: The Queen's Printer, 1959), p. 153.

the evaluation of the suitability of the publication on this account. A complete evaluation would also involve a consideration of the motives, and the effectiveness of intent of the illustrative material used.¹⁰

III. IDENTIFICATION OF SOURCES

The responsibility of identifying and disclosing the sources used by the media of news and information has been emphasized by such authorities as Wilbur Schramm, who has stated:

One of the most important services a news or information medium can provide is to state frankly and fully the sources of its information. This is clearly a part of its responsibility.¹¹

The Commission on the Freedom of the Press, presided over by Robert M. Hutchins, also specifically noted the importance of the identification of sources when it reported:

Whether a unit of the press is an advocate or a common carrier, it ought to identify the sources of its facts, opinions, and arguments so that the reader or listener can judge them. Persons who are presented with facts, opinions, and arguments are properly influenced by the general reliability of those who offer them. If the veracity of statements is to be appraised, those who offer them must be known.¹²

Literature on the teaching of social studies and current events also asserted the importance of knowing the authors and sources. A much

¹⁰Pershing Vartanian, "Criteria and Techniques for Textbook Evaluation," The Social Studies, LIII (April, 1962), p. 124.

¹¹Wilbur Schramm, Responsibility in Mass Communication (New York: Harper & Brothers, 1957), p. 258.

¹²Commission on the Freedom of the Press, A Free and Responsible Press (Chicago: University of Chicago Press, 1947), p. 25.

emphasized objective of social studies and current events teaching is that of critical or discriminative thinking. Baker, in his consideration of the objectives of current events teaching, reported:

An objective which received very considerable expression is that of critical or discriminative thinking. It was suggested in the literature that the study of current events can encourage critical thinking in two ways. First, it was suggested that one goal of current events teaching is to bring students to a position where they can exercise discrimination in the selection of significant current events. Secondly, students should be able to exercise evaluative powers in their judgement of sources of information from the news media, a capability which will help them to recognize bias. Other expressions of this goal were in more general terms.¹³

Similarly, the Classroom Bulletin on Social Studies regarded that a specific objective of the teaching of current events in Alberta schools was: "To discriminate between reliable and unreliable sources of information."¹⁴

The need for continuous evaluation of the competence and the scholarship of the authors of all instructional material was also stressed in the literature.¹⁵ Whether the writer was recognized as an

¹³Baker, op. cit., p. 20.

¹⁴Department of Education, Government of Alberta, Classroom Bulletin on Social Studies, Number 29. September, 1952, p. 10.

¹⁵Helen McCracken Carpenter (ed.), Skill Development in Social Studies, Thirty-third Yearbook of the National Council for the Social Studies (Washington, D.C.: The National Council for the Social Studies, 1963), p. 89; Committee on Textbooks and Supplies of the Board of Superintendents, Selecting Instructional Materials for the Public Schools of New York City (New York: Board of Education, 1955), p. 11; Maurice P. Hunt and Lawrence E. Metcalf, Teaching High School Social Studies (New York: Harper Brothers, 1955), p. 78; R. Murray Thomas and Sherwin G. Swartout, Integrated Teaching Materials (New York: Longmans, 1960), p. 102; Edgar B. Wesley and Stanley P. Wronski, Teaching Social Studies in High Schools (Boston: D. C. Heath and Co., 1958), p. 197.

expert or authority on the subject on which he wrote was deemed to be of considerable importance in the acceptance of his facts and statements. For, as Preston and Schneyer claimed:

In classes where discussion and debate serve in the evaluation of contemporary problems, an author's name may enhance or weaken the validity of an assertion.¹⁶

Despite the clear directives regarding the disclosure of sources found in the literature, World Affairs had identified only a relatively small proportion of the content it carried in the issues of the two terms analyzed. The identification of sources in Chapter IV of this study demanded a considerable amount of investigating. As was also pointed out in Chapter IV, some of the results were inconclusive. It would appear, therefore, that World Affairs has been negligent in its obligation and responsibility to disclose its sources of content to its readers.

The identification of sources also revealed the great dependence World Affairs had on United States publications for certain categories of its content. Most pronounced was the great reliance on Junior Review and American Observer for its major articles. It will be recalled that every one of the fifteen major articles carried in the issues of the 1962-1963 school term had its origins traced to these two publications. Although the material used received varying degrees of editing, many of the original evaluations and points of view in the sensitive areas of

¹⁶Ralph C. Preston and J. Wesley Schneyer, Guiding the Social Studies Reading of High School Students (Washington, D.C.: The National Council for the Social Studies, 1963), p. 59.

international affairs remained unaltered. It should also be noted in passing that for the most part the identity of the sources remained concealed, since only two of the fifteen articles were credited to the publications in which they first appeared.

American sources were also used in providing material for "Around the World," miscellaneous items, and illustrative materials. The great majority of political, or editorial, cartoons originating in United States publications was of particular concern because of the pressures such materials exert on Canadian attitudes and opinions. Less than 17 per cent of this type of political commentary carried in the issues of the two school terms analyzed was from Canadian sources, while over 83 per cent was from American. The Christian Science Monitor alone contributed over one-half of all the cartoons used. Arnold Edinborough, editor of Saturday Night, expressed his concern on similar pressures on Canada's daily press in the following terms:

The pressures . . . on the identity of the Canadian daily press are much more subtle than is generally estimated. They are the pressures of opinion formed abroad by non-Canadians working on news generally for American consumption. They are the pressures of the American way of life constantly interpreting social, moral, even physiological matters. They are the pressures, in fact, of other civilizations working on news that is reprinted as if it were written in our own Canadian context.¹⁷

The distinctiveness of a Canadian point of view was best set forth by the former Governor-General of Canada, Vincent Massey. In reply to a question by Blair Fraser asking how it was possible to dis-

¹⁷Arnold Edinborough, "The Press," Mass Media in Canada, ed. John A. Irving (Toronto: Ryerson Press, 1962), p. 23.

tinguish Canadians from Americans if their identity were unknown, Massey contended that a basic distinguishing feature would be the point of view each expressed. He said he believed that the answers Canadians and Americans would give to questions relating to public affairs or to life generally would be quite different. The Canadians, he felt, would be more moderate, more cautious, with an attitude of "reasonable tolerance".¹⁸ He concluded:

And that is due to our background in Canada. We have had tolerance thrust upon us through our history, as we have had to get along in this country with all the differences which make up a complicated society--and we have learned to be tolerant.¹⁹

Furthermore, the Department of Education in its social studies bulletins listed two specific objectives which underscored the importance of maintaining a distinct Canadian viewpoint in the teaching of current events. These were:

To develop an intelligent outlook on daily events at home and abroad as they affect us as Canadian citizens.²⁰

And:

To appreciate Canada's position amongst the nations of the world.²¹

No further justification need be offered for the proposal that the Canadian viewpoint be expressed in the current events material used

¹⁸Vincent Massey, interviewed by Blair Fraser in the film, Vincent Massey, produced by the National Film Board of Canada, 1959.

¹⁹Ibid.

²⁰Department of Education, Government of Alberta, Classroom Bulletin on Social Studies, Number 30. October, 1953, p. 3.

²¹Ibid.

in our schools; that the students be presented with analyses and assessments of world problems written by Canadian authors, expert in the field. This, World Affairs has failed to provide. On the contrary, it had, probably unintentionally, concealed the identity of the authors and the sources of a significant portion of the American material used.

IV. CRITERIA USED IN THE SELECTION OF CONTENT

The study of the criteria used in the selection of content by the mass media has received much attention in recent communication research. Every newspaper, every magazine, and every book publisher has many more messages available than can be printed.²² The problem arises in attempting to determine what factors govern or influence the editors in their decisions to print five thousand words or not print five thousand words. Why is one message selected and another rejected?²³ In mass communications research this has come to be known as the study of "gatekeepers", whose role is described as follows:

. . . at every point along the chain [of mass media], someone has the right to say whether the message shall be received and re-transmitted, and whether it shall be retransmitted in the same form or with changes. In other words, all along the chain are a series of gatekeepers, who have the right to open or close the gate to any message that comes along.²⁴

²²Charles E. Swanson, "Procedures and Effects of the Printed Media," Mass Media and Education, Fifty-third Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1954), p. 141.

²³Ibid., p. 144.

²⁴Wilbur Schramm (ed.), Mass Communications (Urbana, Illinois: University of Illinois Press, 1960), p. 176.

A determination of the factors involved in the decisions made by the "gatekeepers" of the current events classroom periodicals is of prime importance to the users of such publications, students and teachers alike.

The two major criteria given by the editor of World Affairs in the determining of the selection of content were: the significance of the events, and the requests by the provincial social studies departments.²⁵ The nature of the requests by the social studies departments were not available for this study, but it was possible to review, to some extent, the crisis nature of the events presented as well as those which were omitted in publication. This was effected by a comparison of the selection of articles carried by World Affairs with the top news stories selected by the Canadian Press, the Associated Press, and the United Press International, for the years which paralleled the issues of World Affairs under study. Some examples follow.

In 1962, the story of thalidomide, the deformity causing drug, was selected by the telegraph editors of daily newspapers in a Canadian Press poll as the fourth most important Canadian story of the year.²⁶ It was also selected as the fourth world's top news story in 1962 by the Associated Press, and seventh by the United Press International.²⁷

²⁵Supra, p. 40.

²⁶The Chronicle-Herald [Halifax], December 22, 1962, p. 3.

²⁷Editor and Publisher, December 15, 1962, p. 55, and December 29, 1962, p. 11.

As a problem in our contemporary life it involved both the ethics and the methods of the testing and marketing of drugs, in addition to the great personal tragedy involved. Yet, none of the 1962 issues of World Affairs contained any reference to the drug, thalidomide.

The issue of Negro Civil Rights in the United States was a recurring one during the period encompassed by this study. However, throughout the two terms, it failed to be selected for treatment in a full-length major article. The racial conflict in the Spring of 1963, particularly in Birmingham, Alabama, was selected as the fifth world's top news story by the Canadian Press, and the second world's top news story by the Associated Press.²⁸ Birmingham with its story of the police use of dogs and high-pressure fire hoses in the attempt to control the Negro demonstrations failed to receive any notice in World Affairs whatsoever. Only a brief summary of the entire United States race question was carried in the September 1963 issue;²⁹ however, the orderly Negro and White Civil Rights March on Washington, of August 28, 1963, received a more complete coverage in the October 1963 issue of World Affairs.³⁰ The 1962 story of the desegregation of the University of Mississippi received less than one 2½-inch column in World Affairs,³¹

²⁸Edmonton Journal, December 27, 1963, p. 2; Editor and Publisher, December 28, 1963, p. 10.

²⁹World Affairs, XXIX (September, 1963), p. 10.

³⁰World Affairs, XXIX (October, 1963), pp. 20-21.

³¹World Affairs, XXVIII (November, 1962), p. 9.

although it ranked as the second world's top news story on both the Canadian Press and the United Press International polls, and third on the Associated Press poll.³²

Some very important questions arise out of such preferential selection of content. To what extent should the current events media used at the high school level embrace social reality? To what extent should they deal with social phenomena in the sensitive dimensions of our culture which would make our students literate as to the abuses and unresolved problems in our own society?

Hunt and Metcalf observed that the presence of what they called "closed areas" was a feature of American culture. They described "closed areas" as:

. . . areas of belief and behavior which are largely closed to rational thought. In these areas people usually react to problems blindly and emotionally. Closed areas are saturated with prejudices and taboos.³³

Martin Mayer, in his impressions on the teaching of social studies in United States schools, confirmed the existence of "closed areas" and provided the following description:

. . . despite much discussion of "American prestige" in history and problems classes, the roots of foreign distrust of the U. S. are never seriously examined. No American history text devotes as much as one per cent of its bulk to the Philippine insurrection, the military interventions in Panama, Mexico, Cuba, Haiti, the Dominican Republic and the Soviet Union, all put together. The

³²Editor and Publisher, December 15, 1962, p. 55, and December 29, 1962, p. 11; The Chronicle-Herald, loc. cit.

³³Maurice P. Hunt and Lawrence E. Metcalf, Teaching High School Social Studies (New York: Harper & Brothers, 1955), p. 6.

Mexican War is never seen as a classic grab of territory. The fact that it is only the U. S. which has used atomic weaponry (or napalm bombs) to kill people must be blotted out from discussions of the disarmament negotiations in the problems class, as it has been blotted out of the national consciousness.³⁴

This tendency to relegate so many of the problems of American democracy to "closed areas" has had an important effect on the content of World Affairs. World Affairs' reliance on the two United States publications, Junior Review and American Observer, for its major articles has served to impose the same limitations, "closed areas", on its content as those of the American classroom periodicals. This has resulted in restricting the presentation and discussion of news items to those topics acceptable to a nation-wide, United States, school audience. It may be recalled that the mere availability of material was not accepted as a valid criterion in its selection for use.³⁵ This position was also supported by the literature in such statements as the following:

Nothing is admitted to the curriculum on the basis of its mere existence; it must prove its fitness. . . . And no exception to this rule of caution can be made in the case of current events. News items must not be admitted merely because they are available. They must go through the purging process to test their fitness.³⁶

This, it would appear, also applies to the selection of content for use in a current events classroom periodical.

³⁴Martin Mayer, Where, When, and Why: Social Studies in American Schools (New York: Harper & Row, 1962), p. 153.

³⁵Supra, pp. 51-52.

³⁶Wesley and Wronski, op. cit., p. 308.

The editor of World Affairs may have been aware of this problem in the selection of content when she wrote:

We try to be very fair in presenting views opposed to our own personal ones. We cannot (having the great privilege of living in a democratic land) help having a deep love of our way of life and a desire to foster it in our youth.³⁷

In later correspondence she wrote:

If we are at all partial it is only partiality in devotion to the way of democracy.³⁸

But while an appreciation of democracy as a way of life is recognized in the literature on current events teaching as a valid aim, the question of how it may best be achieved has been open to some debate.³⁹

Payne has suggested that the essence of democracy was not in "irrational loyalty" to American institutional expressions of democracy, but in "freedom of inquiry and decision."⁴⁰ Kelley regarded the belief that we should indoctrinate for democracy as a contradiction of terms:

Democracy implies freedom, and above all, freedom to think and make choices. Indoctrination implies the reduction of freedom. Those who would indoctrinate for democracy must be fearful that, if the learner is free to know about democracy and other ways of living, he will not choose democracy. So it is with all other

³⁷Letter from Mrs. E. A. Hobbs, Editor, World Affairs, Toronto, Ontario, May 29, 1963.

³⁸Letter from Mrs. E. A. Hobbs, Editor, World Affairs, Toronto, Ontario, May 28, 1964.

³⁹Baker, op. cit., pp. 21-22.

⁴⁰John C. Payne, "Possibilities of Effective Use of Contemporary Affairs in the Junior College Curriculum," The Teaching of Contemporary Affairs, Twenty-first Yearbook of the National Council for the Social Studies (Washington, D.C.: The National Council for the Social Studies, 1950), pp. 127-129.

indoctrinators. They do not really believe in what they are putting forth, for if they did, they would not need to protect themselves by the exclusion of other ideas.⁴¹

The varying interpretations of the selection of content which would best achieve the objectives of current events teaching in Alberta high schools raises some further questions. Should the responsibility of making important decisions affecting the curricular content of our social studies courses be delegated to any individual or organization outside the province? Or, should Alberta educators tackle this task themselves?

V. READABILITY

The first standard in the choice and use of current events materials cited by Clark was that "Material should be within the interest and intellectual range and at the comprehension level of the students."⁴² This has provided the main justification, found in the literature, for the existence of classroom periodicals--that their publication in various editions was specifically designed to suit students at different grade levels.⁴³ The following list of the most widely

⁴¹Earl Kelley, "Teaching Current Issues in the Schools," Improving the Social Studies Curriculum, Twenty-sixth Yearbook of the National Council for the Social Studies (Washington, D.C.: The National Council for the Social Studies, 1955), p. 62.

⁴²Clark, op. cit., p. 190.

⁴³Ibid., p. 90; Leonard S. Kenworthy, Guide to Social Studies Teaching (Belmont, California: Wadsworth Publishing Co., 1962), p. 237; Lucien Kinney and Katherine Dresden (eds.), Better Learning Through Current Materials (Stanford: Stanford University Press, 1952), p. 178; W. J. Shorrock, "Case for the Classroom Periodical," Social Education, XXIII (October, 1959), p. 261; Thomas and Swartout, op. cit., p. 106; Wesley and Wronski, op. cit., p. 314.

used weekly current events classroom periodicals put out by United States publishers serves to illustrate this point:

American Education Press, Educational Centre, Columbus 16, Ohio:

<u>Our Times</u>	(Grades 10, 11, 12)
<u>Every Week</u>	(Grades 8, 9, 10)
<u>Current Events</u>	(Grades 6, 7, 8)
<u>My Weekly Reader</u>	(Separate editions are published for each grade from grades one to six)

Civic Education Service, 1733 K Street, N.W., Washington 6, D.C.:

<u>American Observer</u>	(Grades 10, 11, 12)
<u>Weekly News Review</u>	(Grades 9, 10, 11)
<u>Junior Review</u>	(Grades 7, 8, 9)
<u>Young Citizen</u>	(Grades 5 and 6)

Scholastic Magazine, 33 West 42nd Street, New York 36, N.Y.:

<u>Senior Scholastic</u>	(Grades 10, 11, 12)
<u>World Week</u>	(Grades 8, 9, 10)
<u>Junior Scholastic</u>	(Grades 6, 7, 8)
<u>Newstime</u>	(Grades 4 and 5). ⁴⁴

Furthermore, teachers' guides, or teachers' editions, for use with each of these periodicals were provided by the publishers to give additional background information and to suggest teaching activities.

A comparison of the practice of World Affairs with that of the American classroom periodicals points out some striking differences.

⁴⁴Clark, op. cit., pp. 191-192; Kenworthy, loc. cit.; Thomas and Swartout, op. cit., pp. 106-108.

For while United States publishers published as many as three separate weekly student papers for use at the junior and senior high school levels, World Affairs came in only one monthly edition intended for use by grades seven to twelve inclusive.⁴⁵ World Affairs has also been recommended for use in these grades by the Alberta Department of Education.⁴⁶ The Dale-Chall Readability Formula was applied to the different categories of World Affairs content to determine its suitability in performing this task.

Limitations of readability formulas must be kept in mind when examining the results of their application. Chall has noted that a grade placement index is not a definitive measure of difficulty but a first approximation. She has further described a formula as a statistical device which is used as a short-cut in judging the difficulty of written materials.⁴⁷ Nevertheless, Klare has pointed out that "In terms of prediction error, formulas are probably accurate to within one grade level of a 'true' rating."⁴⁸

The grade indexes provided by applying the Dale-Chall Formula to the different categories of World Affairs content indicated a considerable variation in the reading levels within each category in dif-

⁴⁵Hobbs, loc. cit. ⁴⁶Supra, pp. 3-4.

⁴⁷Jeanne S. Chall, "The Business of Readability: A Second Look," Educational Research Bulletin, XXXV (April 11, 1956), p. 93.

⁴⁸George R. Klare, The Measurement of Readability (Ames, Iowa: Iowa State University Press, 1963), p. 5.

ferent issues, as well as within the different categories of the same issue. The tests conducted on the major articles revealed that the readability levels of these articles ranged from grades five to ten. Canadian feature articles varied from grades seven to twelve. The great variation of grade levels in the content of a single issue was most noticeable in the May-June 1963 World Affairs. The major article was written at a grade 5-6 level, while some items in "Around the World" rated at the grade 11-12 level.

Since World Affairs was not published in a teachers' edition or supplement, no indication of what the reading levels of its content were was provided to the teacher. Short of conducting the readability tests, there was no way of determining the grade level of each article. This had resulted in those grade twelve students using the periodical being presented with articles on international affairs written at a grade 5-6 level. On the other hand, the series of articles on the Commonwealth which both the editor and authors claimed was written primarily to supplement the Grade VIII Social Studies program was in all probability too difficult for its intended audience, since the average readability level of these articles was found to be at the grade 9-10 level.⁴⁹

Thus, the World Affairs magazine has a dubious claim to the declared advantage that classroom periodicals present carefully organized and graded content. The heterogeneous levels of readability of its articles make it an educational tool of questionable worth.

⁴⁹Supra, p. 44.

VI. BIAS

Osgood and Tannenbaum in reporting on their research on a congruity principle of attitude formation and change, which later directly resulted in the evaluative assertion analysis, wrote:

Another underlying notion about human thinking we have been exploring is that judgmental frames of reference tend toward maximal simplicity. Since extreme, "all-or-nothing" judgments are simpler than finely discriminated judgments of degree, this implies a continuing pressure toward polarization along the evaluative dimension (i.e., movement of concepts toward entirely good or entirely bad allocations). We have evidence that extreme judgments have shorter latencies than more discriminative judgments, and that extreme judgments are characteristic of less intelligent, less mature, less well educated, or more emotionally oriented individuals. Furthermore, since assumption of identity is a simpler process than maintenance of distinction, this also implies a continuing pressure toward elimination of differences among concepts which are localized in the same direction of the evaluative framework. We have evidence that in the judging of emotionally polarized concepts all scales of judgment tend to rotate toward the evaluative, e.g., their correlations with good-bad tend to increase and therefore the relative loading on the evaluative factor tends to increase.

The most "simple-minded" evaluative frame of reference is therefore one in which a tight cluster of highly polarized and undifferentiated good concepts is diametrically opposed in meaning to an equally tight and polarized cluster of undifferentiated bad concepts. The same underlying pressure toward simplicity operates on any new or neutral concept to shift it one way or the other. For example, there is the tendency in American thinking, about which Pandit Nehru complains, requiring that India be either "for or agin' us." This is, of course, the condition referred to by the general semanticists . . . as a "two-valued orientation," and it is unfortunately characteristic of lay thinking in any period of conflict or emotional stress. The more sophisticated thinker, according to this view, should show less tendency to polarize, more differentiation among concepts, and thus greater relative use of factors other than the evaluative.⁵⁰

⁵⁰ Charles E. Osgood and Percy H. Tannenbaum, "The Principle of Congruity in the Prediction of Attitude Change," Psychological Review, LXII (1955), p. 43.

This appraisal of certain aspects of judgmental frames of reference is vital to our consideration of the results of the evaluative assertion analysis conducted on the three major articles from World Affairs. These articles revealed a great tendency toward a polarization of concepts by the source. With but one exception, the evaluative locations of the concepts lay outside of the range from +2 to -2 on a scale that extended from +3 to -3.⁵¹ Furthermore, this great tendency toward an evaluative polarization of concepts was accompanied by a positive identification, for the reader, with the "good" or highly favorable concepts by the frequent substitution in the text of the pronoun "we" for either of the concepts "Canada" or "The Free World". On the other hand, the "bad" concepts were in each case designated as an "enemy", an "opponent", or a "threat". The suitability of such a highly polarized or two valued approach to current events at any grade level is questionable. Wendell Johnson has referred to such a two valued evaluation as a disorder of abstracting and symbolic expression which he further described as:

. . . an excessive tendency to formulate issues and situations in a two valued, either-orish manner; people are evaluated as good or bad, policies as right or wrong, organizations as American or un-American, etc. With such an orientation, there are only two sides to any question, and one of them is to be rejected. This is the formula of conflict: The number of choices is reduced to two and a choice is insisted upon. A two valued scheme of classification automatically enforces a vicious sorting of people into Jews and non-Jews, Americans and aliens, acceptable and nonacceptable. Identification without due regard to individual differences, together with unconscious projection of the resulting categorical

⁵¹Supra, p. 47.

evaluations, more or less inevitably results in an unrelenting either-orishness, conducive to conflict, prejudice, confusion, and injustice.⁵²

Since international understanding is a recognized and accepted objective in the teaching of current events,⁵³ the accuracy and nature of information provided the students in this area is of the greatest importance. McGranahan has suggested that the media of communication of different nations play an important role in maintaining and aggravating international tensions by the manner in which they portray national actions and characteristics.⁵⁴ Hamilton expressed concern regarding the ethnocentric tendency in the teaching of world affairs of "placing ourselves at the centre of the universe and comparing the best in ourselves with the worst in everybody else."⁵⁵ Similarly, Everett has observed:

People in the United States . . . will never really be comfortable about the rest of the world until it adopts our form of monogamous marriage, our constitution, our "free enterprise" economy, our plumbing facilities, and so on ad infinitum, and even if all these

⁵²Wendell Johnson, "The Communication Process and General Semantic Principles," Mass Communications, ed. Wilbur Schramm (Urbana: University of Illinois Press, 1960), pp. 312-313.

⁵³Baker, op. cit., pp. 13-18.

⁵⁴Donald V. McGranahan, "Content Analysis of the Mass Media of Communication," Research Methods in Social Relations, ed. Marie Jahoda and others (New York: Dryden Press, 1951), p. 560.

⁵⁵Dorothy W. Hamilton, "Educating Citizens for World Responsibilities, 1960-1980," Citizenship and a Free Society: Education for the Future, Thirtieth Yearbook of the National Council for the Social Studies (Washington, D.C.: The National Council for the Social Studies, 1960), p. 247.

were adopted, we would still be wary of those who were unable to speak plain American English.⁵⁶

The role of educators in promoting attitudes of understanding and appreciation of different cultures as well as providing the students with an awareness of international realities has assumed a major importance in today's world. Long and King expressed their concern regarding this role when they reported on the Glens Falls Project, Improving the Teaching of World Affairs:

. . . the teaching of world affairs was an incidental part of instruction in both the elementary and secondary schools. As a consequence, many students finished high school with little, if any, understanding of non-Western cultures; with disorganized and fragmented scraps of information about the contributions of other peoples to world civilization; and with numerous false notions about the position and responsibility of the United States in the world community. Putting it bluntly, these young people approached the duties of adult citizenship with many insular prejudices and only a meagre store of the knowledge needed for understanding the problems of a world in turmoil.⁵⁷

Hartshorn has posed this challenge faced by education in the following terms:

Can education reduce, or eliminate, stereotypes, distrust, and fear of responsible cooperation, which has led, and is threatening to lead the world into a series of destructive disasters? Can education aid in improving communication and understanding among people and nations?

We believe the answer is "Yes". At the very least educators must believe that progress can be made in this direction or we can have no hope for the future.⁵⁸

⁵⁶ John R. Everett, "World Religions in the Building of Peace," cited by Hamilton, loc. cit.

⁵⁷ Harold M. Long and Robert N. King, Improving the Teaching of World Affairs: The Glens Falls Story (Washington, D.C.: National Council for the Social Studies, 1964), pp. 27-28.

⁵⁸ Merrill F. Hartshorn, "The Glens Falls Story," Long and King, op. cit., p. 1.

The importance of the quality of messages and information our students receive about other nations was further emphasized by the 1960 Yearbook of Education which addressed itself entirely to the topic of the mass media and their role in education. In the editor's introduction which prefaced the volume, Bereday, Holmes, and Lauwerys have written:

There is an imperative need to awaken in the minds of the young a lively and explicit awareness of the brotherhood of man, of the bonds that unite man to his fellows. Narrow sectional exclusive loyalties have become dangerously obsolete. Close and intransigent identification with particular racial, national, or cultural groups is now suicidal, genocidal. Only on a generous, human, universal foundation of goodwill broad enough to embrace the whole species could one build securely the political structures which would ensure peace between nations and thus promote spiritual and material well-being. . . .

New media can serve either to enlarge the sense of community or to atomize social groups. Nationalism or world-mindedness can be promoted; warlike or peaceful feelings encouraged; racialism or man's common humanity taught; tolerance or intolerance preached. Bacteriological and nuclear weapons make the prospects for mankind's future sombre and horrifying if the narrow, the particularist, the provincial, the aggressive attitudes are built up in the coming generations. The choice is stark and ineluctable: unification or annihilation.⁵⁹

Since the materials officially authorized by the Department of Education for use in the study of current events tend to set the limits on what the student can learn, the nature and quality of the messages used are of the greatest importance. A highly emotional source with a tendency to polarize concepts on a good-bad evaluative scale would result in heightening rather than in diminishing the sense of conflict

⁵⁹George Z. F. Bereday, Brian Holmes, and Joseph A. Lauwerys, "Editor's Introduction: Mass Media of Communication," Communication Media and the Schools: The Yearbook of Education 1960 (New York: World Book Co., 1960), p. 34.

and prejudice. Fall has even suggested that the teaching of world affairs below the college level should avoid pointing out how different other countries are from us because of an innate tendency to confuse apparent uniqueness with superiority. Instead, he claims that the many ways in which other countries share similar problems should be emphasized.⁶⁰

The results of the findings of the evaluative assertion analysis lead to a serious questioning of the suitability, at the high school level, of the types of messages on international affairs carried by World Affairs. For if international understanding is to be considered a major objective of current events teaching, these messages could not do other than compromise such a goal.

⁶⁰Bernard B. Fall, "The Teacher and World Affairs," National Education Association Journal, LIII (May, 1964), p. 38.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was a content analysis of the classroom periodical authorized by the Alberta Department of Education for use in the current events portion of the high school social studies courses. It attempted to determine the suitability of the recommended periodical, World Affairs, for use in high school current events. In part, this consisted of a consideration of the degree to which the content of this periodical corresponded with the objectives of the teaching of current events as found in the literature and in the Department of Education publications. Specifically, it attempted to determine:

1. The main classifications of the content of the World Affairs magazine, and the amount of space devoted to each category;
2. The main sources of the content of the magazine, its wire or news services, writers and reporters;
3. The criteria used in the selection of content;
4. The grade level or readability level of the articles published by World Affairs;
5. The biases, if any, which the magazine displayed and which might have compromised the objectives of current events teaching.

I. SUMMARY OF FINDINGS

Classification of Content

World Affairs content was classified into six categories. Two categories of content dealt with international affairs, major articles

and "Around the World"; two dealt with national affairs, "Canadian Affairs" and Canadian feature articles; one dealt with Commonwealth affairs, "Canada and the Commonwealth"; a final category consisted of miscellaneous items. It was not possible to determine precisely what allotment of space to each category was most desirable for the high school grades. However, an imbalance in the amount of both textual and illustrative material which World Affairs carried on national affairs was noted. The proportion of space devoted to the two categories of content dealing with national affairs was only slightly more than one-half of the amount allotted to the two categories on international affairs. The increasing emphasis on Canadian economic and political development, particularly in Social Studies 30, would require more full-length articles on Canadian contemporary problems. In addition, it was found that the amount of illustrative materials used in the category which most consistently handled current national events, "Canadian Affairs," comprised less than one-third of the average amount of illustrative material carried by all categories.¹

Finally, it was noted that although the curriculum guide recommended that important local and provincial matters be dealt with, there were no provisions made for these categories by World Affairs. This was due to the nature of the periodical which was published for use throughout all of Canada.

Identification of Sources

With few exceptions, the sources of both the full-length

¹Supra, pp. 26-27.

articles and shorter news items were inadequately identified. Statements found in literature indicated that it was the duty of all publications to identify frankly and fully the sources of their news and information. In the teaching of current events where the realization of the objective of critical or analytical thinking is sought the disclosure of sources assumes added significance. Here the identity of the source may assist in the evaluation of the assertions which were made.

Conflicting information received regarding the main wire services to which World Affairs subscribed made conclusive identification of these sources impossible. A search through two United States classroom periodicals revealed that World Affairs had relied greatly on these two publications for its major articles as well as for its news items on international affairs. It was found that all of the major articles carried by World Affairs during the 1962-1963 term had originated in these two publications. The degree of similarity to the original articles varied from only minor editing to a more extensive rewriting. In only two instances did World Affairs identify the originating periodicals, but without disclosing the names of the original authors.

This great reliance of World Affairs on American classroom periodicals for such a large portion of its content resulted in the magazine's assumption of an unintentional bias. The topics which the major articles had dealt with were invariably outside of the many "closed areas" of American culture.²

²Supra, pp. 63-64.

A breakdown of the sources of the political cartoons which were carried by World Affairs during the two terms analyzed, revealed that over four out of every five political (or editorial) cartoons which appeared were of American origin.

Such pressures of opinion and news written abroad by non-Canadians but reprinted in a Canadian current events classroom periodical as if they were written in the Canadian context was found to be unjustifiable.

Criteria Used in the Selection of Content

Two criteria used in the selection of the content carried by World Affairs were cited by the editor. They were the significance of the events and requests received from provincial social studies departments. In addition it was found that two other criteria were important in determining what content was published by World Affairs. These were: the availability of the material, and the editor's interpretation of what content would best contribute toward the realization of the goal of appreciation of democracy as a way of life.

Where the newsworthiness, or significance, of an item clashed with the "closed areas" of American society, such articles did not appear in the American classroom periodical, and consequently were not available to the Canadian publication. Availability of the items, which the Departmental bulletins did not recognize as a valid criterion for the selection of content,³ imposed the limits on the major articles

³Supra, pp. 51-52.

which were published.

It was also noted that the editor, by exercising her own individual interpretation of the best means of achieving certain objectives of current events study, was exerting a strong influence on the nature of current events content selected. Whether such a responsibility should be delegated to people whose main concern is the commercial production of learning materials is subject to question.

Readability

The readability tests conducted on the different categories of World Affairs content revealed the considerable variation in the reading levels of from grades five to twelve. The intention of the publishers, and the recommendation of the Department of Education, was that World Affairs be used from grades seven to twelve inclusive. However, no consistent pattern of reading difficulty for the categories of content was displayed, and these variations occurred within the same categories in different issues as well as within the different categories of the same issue. In spite of this, no teachers' edition or supplement was published to indicate the readability levels of the different articles. Consequently, there was no way of knowing the level for which any individual article was written. This practice removed one of the basic justifications for the use of classroom periodicals--that of their being written within the interest and intellectual range as well as the comprehension level of students in specific grades.

Bias

The articles on international affairs tested for bias revealed a tendency toward a complete polarization of concepts. Such a highly two valued orientation on the part of the source rendered the suitability of the messages tested of doubtful value in the teaching of high school current events, particularly in as far as the objective of international understanding was concerned.

Other Considerations

Finally, it was found that unlike most other current events classroom periodicals which were weekly publications, World Affairs was issued monthly. The question of recency of coverage which was raised in the literature concerning weekly periodicals was observed to have acquired additional import in the case of a monthly current events classroom periodical.

II. CONCLUSIONS AND RECOMMENDATIONS

The pedagogical decisions which must be made concerning the proper scope of current events, the legitimacy of the practices, and the content used turn ultimately, if somewhat obscurely, on the nature and the goals of current events teaching. However, no current statement on the objectives of current events instruction in Alberta high schools exists, except for those found in the Departmental bulletins on social studies which have not been printed for more than ten years.⁴

⁴Supra, pp. 51-52, 56, 59.

It is therefore recommended that all further revisions of high school social studies courses also include a complete re-evaluation of the current events program within each grade, including the objectives of such teaching. Such revisions should reconsider the present Departmental policy of the official authorization of a single classroom periodical for current events study and consider the role of other periodical literature, including adult publications, in the high schools. Criteria of acceptable classroom periodicals should be established at that time.

Furthermore, since other than informational outcomes of current events instruction have been so commonly assumed and so rarely tested, it is recommended that a study be undertaken to determine what attitudes students have acquired through present methods and materials which are used in current events instruction. If possible, these should be compared with the attitudes of students who have not had the benefit of such instruction.

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APPENDIX A

CORRESPONDENCE AND QUESTIONNAIRES

COPY OF LETTER SENT TO WORLD AFFAIRS EDITOR

Edmonton, Alberta
March 12, 1964

E. A. Hobbs, Editor
World Affairs
705 Yonge Street
Toronto 5, Ontario

Dear Madam:

During the coming months I plan to work on the topic, "An Analysis of the Classroom Periodical Used in the Teaching of Current Events in Alberta High Schools," for a Master's thesis at the University of Alberta. This project has been developed with the approval of Dr. G. L. Berry, Associate Professor of Secondary Education at the University of Alberta. Since the World Affairs magazine is the sole recommended classroom periodical by the Alberta high school curriculum guide, the study will be a content analysis of the issues of World Affairs for the past two complete school terms, September 1961 to June 1962 and September 1962 to June 1963.

This study will include the following sections:

- I. Classification of Content
- II. Sources of Content
- III. Criteria Used in the Selection of Content
- IV. Level of Readability.

The attached questionnaire concerning these topics will form an important part of the study. Results of this study may help in developing the current events portions of new Social Studies courses.

I am particularly desirous of obtaining your responses since these would form the most important source for most of the information on the questionnaire.

It will be appreciated if you could complete the questionnaire at your earliest convenience and return it by registered mail (the postage is enclosed). Other phases of this analysis may be delayed until your reply is received. I would welcome any comments you may have concerning any aspect of this study not covered in the questionnaire. Thank you for your cooperation.

Sincerely yours,

R. Lopatka

QUESTIONNAIRE: EDITOR OF WORLD AFFAIRS

I. Background Information

1. How large an editorial staff has World Affairs?
2. What are the qualifications (education, training, and experience) of the editorial staff and writers?
3. What is the background (education, etc.) of the editor?

II. Sources of Content

1. What are the sources generally used for the following:
(Please indicate names of writers, wire services, etc.)
 - a. The Major Articles
 - b. Around the World
 - c. Canadian Affairs
 - d. Articles on the Canadian Provinces
 - e. Miscellaneous Items
 - Current Events Tests
 - Crossword Puzzles
 - Other Items

III. Criteria of Selection

1. What criteria are used in the selection of content?
2. Is some sort of balance attempted?

IV. Reading Level

1. Are the articles designed or written for a special grade level?
2. What grade levels are they written for? (If the answer to the above question is in the affirmative.)

QUESTIONNAIRE: EDITOR OF WORLD AFFAIRS (2)

V. Other Information

A considerable portion of the content of World Affairs appears to be, with but few alterations and some minor editing, identical to material which has first appeared in the two American classroom periodicals, Junior Review and American Observer. In only a few instances is this material credited to these publications. What arrangements or working relations does World Affairs have with the publishers of these periodicals, Civic Education Service Inc., Washington. D.C.?

COPY OF LETTER SENT TO CIVIC EDUCATION SERVICE

Edmonton, Alberta
March 2, 1964

Civic Education Service Inc.
1733 K Street N. W.
Washington 6, D.C.

Dear Sirs:

I am doing a study on the Canadian classroom periodical, World Affairs, and have noted that there is a considerable amount of material in World Affairs that is almost identical to articles which had first appeared in the Junior Review and the American Observer.

What arrangements has World Affairs with you in reprinting the material from the school magazines which you publish? Thank you for your cooperation.

Sincerely yours,

R. Lopatka

QUESTIONNAIRE FORM USED WITH KOSTEK AND WILLOWS

1. What guidelines were given to be followed in the writing of the articles on "Canada and the Commonwealth"?
2. Are these articles written for a specific grade level?
 - Is the content designed to complement the Junior High School Social Studies Program?
 - Is the reading level designed more for the Junior High School than for the Senior High School?
3. What were the chief sources used?
 - (i.e. U.K.I.O., encyclopedia, etc.)

APPENDIX B

FORMS

DALE-CHALL READABILITY TEST

Title
Author
Publisher
Date

	Page No.				
	From				
	To				
1. Number of words in the sample					
2. Number of sentences in the sample					
3. Number of words <u>not</u> on "Dale List"					
4. Average sentence length (divide 1 by 2)					
5. Dale score (divide 3 by 1, multiply by 100)					
6. Multiply average sentence length (4) by .0496					
7. Multiply Dale score (5) by .1579					
8. Constant	3.6365	3.6365	3.6365	3.6365	
9. Formula raw score (add 6, 7, and 8)					

Average raw score of samples
Average corrected grade level

Analysed by Date

EVALUATIVE ASSERTION ANALYSIS: ASSERTION CHART

ASSERTION CHART

1 S	2 A O	3 Connector	3c	4 cm or AO2	4c

EVALUATIVE ASSERTION ANALYSIS: COMPUTATION CHART

EVALUATION COMPUTATION CHART

AO	cm Evaluation			AO Evaluation		
	connector	cm	product	connector	AO	eval. product

APPENDIX C

EVALUATIVE ASSERTION ANALYSIS: STAGE III
INSTRUCTIONS TO JUDGES

INTENSITY OF CONNECTION

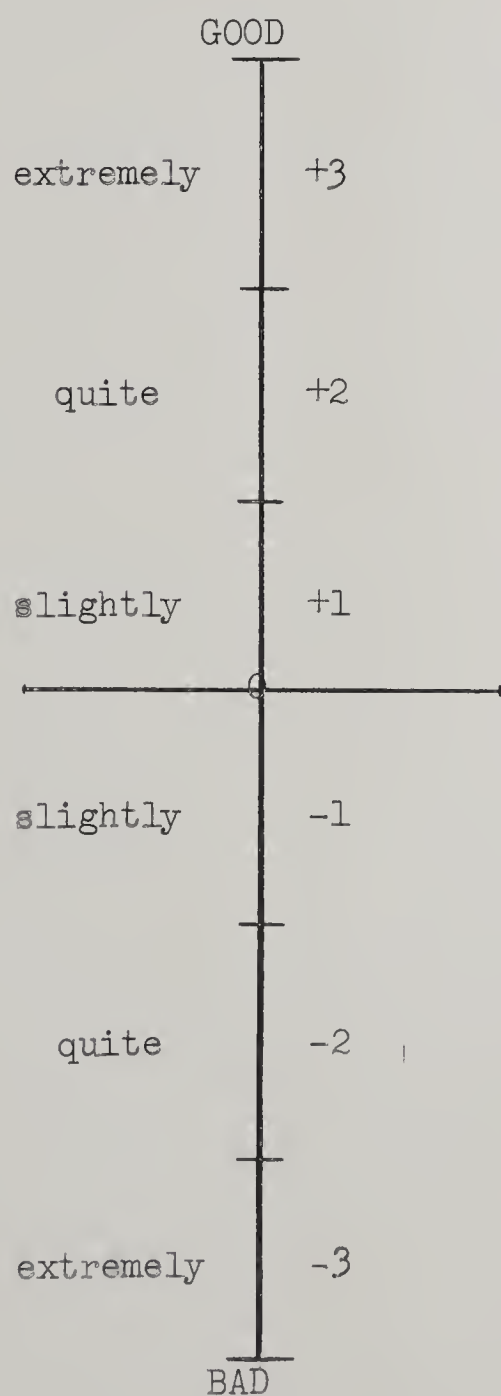
STRONG INTENSITY (± 3)	MODERATE INTENSITY (± 2)	WEAK INTENSITY (± 1)
<p>Complete identification (+) or separation (-).</p> <p><u>VERBS</u>: Most simple, unqualified verbs are at the strongest intensity level, whether in the present or past tense.</p> <p><u>The Most Direct Examples Are</u>:</p> <p>To be, to have, to do.</p> <p><u>Also</u>: love, hate, to be devoted to, denounced, confused, commits, committed, serves, evades, etc.</p>	<p>Probable, partial, immanent, increasing, etc., association (+) or separation (-).</p> <p><u>VERBS</u>: Most verb constructions involving the use of auxiliary verbs implying possible change in status over time. E.g. has evaded, has been seen, used to live, etc.</p> <p><u>Modal Auxiliaries</u> which have the function of somewhat qualifying or dampening the full intensity of the infinitive in the compound. E.g. try to divide, seek to confuse, want to join, etc.</p> <p>Some <u>verbs</u> in their unqualified form have something less than full identifying effect: e.g., be like, favor, lean toward, use methods of, etc.</p>	<p>Implies only a possible or hypothetical relation (+) but still a positive direction, or separation (-) but still a negative direction.</p> <p><u>VERBS</u>: Verb forms indicating possibility, obligation, future possibility, and the like. E.g. may commit, might agree, ought to join, etc.</p> <p>Some <u>verbs</u> in their unqualified form, such as: presents, makes available, provide something for, etc.</p>
<p><u>INDEXING ADVERBS</u>:</p> <p>Vigorously, mightily, forcefully, absolutely, entirely, permanently, and definitely.</p>	<p><u>INDEXING ADVERBS</u>:</p> <p>Naturally, reasonably, normally, ordinarily, and typically.</p>	<p><u>INDEXING ADVERBS</u>:</p> <p>Slightly, casually, occasionally, possibly, somewhat, partially, and minimally.</p>

ASSIGNING DIRECTIONS AND INTENSITIES TO EVALUATORS

Definition: "Evaluators are signs upon the connotative (good-bad) meaning of which users of English must agree in order to communicate--exactly in terms of direction and at least roughly in terms of intensity."

- I. Direction of Evaluation: Evaluative common-meaning material may be either favorable (+) or unfavorable (-) in direction.
- II. Intensity of Evaluation: Again a 7-step evaluative scale along a good-bad continuum is used (from +3 to -3).

The linguistic quantifiers "extremely," "quite," and "slightly" provide roughly equal units here.



USE CONGRUENCY TEST

By successively substituting for the given AO a pair of maximally polar AO's: e.g.,
 SAINTS ----- SINNERS,
 HEROES ----- VILLAINS.

B29837